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ABSTRACT

This summary report presents methodologies, results, and conclusions of a two-year evaluation model implemented by an Alberta, Canada, rural school district to provide information for administrative and public decision making. An introductory chapter enumerates district goals for students and the model's objectives. Chapter 2 outlines how survey instruments were developed to measure objectives of student achievement, objectives of school leavers, student attitudes, stakeholder satisfaction, and resource utilization. Chapter 3 displays results in 21 tables and 64 charts. Observations, discussion, and conclusions are offered in chapter 4. Students are achieving at a higher level in English than in other courses, based on overall measurement. Students' migration and education trends reveal changes in educational continuation plans, point to job availability as the greatest problem in implementing plans, and reveal that 42 percent are attending postsecondary schools. A comparison of the 1985 and 1986 surveys indicates the following shifts of attitude among various groups of respondents: (1) among principals, fewer report having confidence in the board of trustees and fewer regard staff promotion procedures as fair; (2) the public perceives there to be fewer problems with vandelism and attendance; and (3) supporters see the availability of funds for education as a greater problem. Inconsistent application of achievement data to the model results because this area lacked depth; records for resource allocation were also insufficient. The attitude survey, however, provides administrators an annual snapshot of operations and raises respondents' awareness of issues. Five appendices include: (1) the school leaver survey form and follow-up; (2) attitude survey forms for students, parents, supporters, and school staffmembers; and (3) a model implementation handbook. (CJH)

ED285244

Rocky Mountain School Division No. 15
Evaluation Model

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ROCKY MOUNTAIN SCHOOL DIVISION NO. 15

EVALUATION MODEL

A study conducted by
HSP Humanité Services Planning Ltd.
under contract to Rocky Mountain School Division No. 15
Funded by Alberta Education, Edmonton, Alberta
December 1986

"A teacher affects eternity;
he can never tell where his influence stops."

The Education of Henry Adams

Foreword

The use of evaluation techniques as part of managing publically funded programs is becoming increasingly common. As we move into the information age, a demand exists not only for accountability but also for "plain information", and this is especially true when a public program is being governed by an elected lay body.

This movement towards the use of evaluation has spurred increasing interest in evaluation techniques and practices as well as formal organizations of evaluation professionals. Such thrusts are sure to bring about not only increased use of evaluation as an integral part of the management process but should also reward us with more effective and efficient use of public dollars.

We sincerely hope that this project contributes in some small way to that wise use of public resources.

Acknowledgements

We would like to thank Barrie Findlater for his support in developing and applying the evaluation model to the Rocky Mountain School Division. As with all new approaches, one must have a starting point to demonstrate a model. Barrie fostered that demonstration for his School Division.

Our thanks also go to the Steering Committee who so capably assisted in the implementation of the model, and in particular Dr. Warren Hathaway of Alberta Education who provided leadership in the early stages of the project's development.

In developing the model for the attitude survey, we would like to acknowledge and thank Edmonton Public Schools who developed the survey protocols and process, and in particular Dr. Harry Mosychuk who helped us with the implementation process.

The school follow-up survey was developed in conjunction with Kerry Paine. We thank her for dedication to this project, especially in the pre-testing phase.

Finally, we would like to thank Chris Holden, who acted as data manager of all of the paper produced in this study. Over the two years, we have handled millions of pieces of information, all of which have been organized and processed in a calm and diligent manner.

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Supporters

Staff: Principals
Staff: Caretakers
Staff: Secretarial/Teacher Aides
Staff: Central Administration
Staff: Certified School Staff

School Leaver Survey:
School Leaver Survey: Part 1
School Leaver Follow-Up

CHAPTER ONE: INTRODUCTION

Recent initiatives by Alberta Education's Management and Finance Plan have fostered the need for evaluation processes which can provide information about the effectiveness and efficiency of a school district's operations. Such information enables a district to make more informed decisions on the management and resourcing of their operations, be more accountable for the programs for which a district is responsible and provide feedback to the district's many publics including parents, tax payers and Alberta Education representatives.

To this end, the Rocky Mountain School Division No. 15 contracted HSP Humanité Services Planning Ltd. to develop an evaluation model over a two year period. Funding for the project was provided by Alberta Education. The intent of the evaluation model was to identify results - based benchmarks which could be used over a number of years to examine trends and to determine operational objectives.

Policy was developed as an underpinning of the school system evaluation and is quoted in full here from Section AFI Education Policies Manual.

The Rocky Mountain School Division No. 15 supports instructional, maintenance, and operation programs which will provide for the maximum educational growth in students in accordance with the "Goals of Schooling" advocated by Alberta Education, the needs of our students, and the financial limitations of the Division. The Board expects the best education for students at the lowest possible cost.

In developing the evaluation model the Board and administration identified that they would operate on the basis of several beliefs and assumptions, and while it was recognized that some may be intuitive, it was believed that such beliefs and assumptions can be used to generate system objectives which can be measured. The beliefs and assumptions were:

1. *Students should be allowed and encouraged to perform at a level consistent with their ability.*
2. *Student performance in the Division should be approximately equivalent to provincial norms and standards.*
3. *The educational system operated by the Division should prepare students for further education or for entry into some productive occupation.*
4. *The potential and the self-image of students should be developed by the educational program. A positive self-image will be reflected in students' attitudes towards self, others, the school and education.*
5. *A satisfactory educational program will be reflected in the attitudes of parents, students, teachers, Division staff and ratepayers.*
6. *Good stewardship, on the part of the Division staff, will be reflected in care and attention to capital resources and financial management.*

In developing the evaluation model, the following objectives and indicators were adopted:

a. *Students will achieve a level of knowledge and skills consistent with their ability.*
   Measures - student achievement scores
   - student aptitude scores

b. *The achievement of students in the Division will equal or exceed provincial norms and standards.*
   Measures - student achievement scores

c. *Upon completion of their studies in the Division, students will be adequately prepared for further study or for entry into a productive occupation.*
   Measures - student achievement scores
   - patterns of student migration and occupation

d. *Students will develop positive self-images which will be characterized by positive attitudes toward self, others, school, and education.*
   Measures - attitude measures
   - vandalism
   - school dropout rates
   - attendance rates

e. *The educational system will be operated to the satisfaction of the major stakeholders: parents, teachers, students, and ratepayers.*
   Measures - attitude measures
   - criticisms or plaudits received by phone or mail
   - staff retention/turnover rates

f. *The Division will use its available resource to advantage.*
   Measures - expenditures ($/pupil, etc.) in relation to other comparable jurisdictions
   - general state of facilities and equipment
   - minimum downtime because of equipment or facility malfunction or lack of repair

Measurement of some of these objectives required the development of new instruments or the modification of existing, while other objectives could be measured by examining existing information in a new way. Since Alberta Education was (and still is) developing evaluation models in other school jurisdictions, an atmosphere of learning, growing and sharing was facilitated by the Project Director in Alberta Education with those other jurisdictions. The overall expectation of Alberta Education was to pilot evaluation models in a number of school jurisdictions which, if proven efficacious, could be transported to other jurisdictions. Such portability was a major underlying objective of the evaluation process.

Rocky Mountain School Division No. 15 is a rural division which has its Division office in Rocky Mountain House in west-central Alberta. The Division operates nine schools ranging in size from a very small school with 15 students in Nordegg to a large junior/ senior high school in Rocky Mountain House. The Division has over 170 professional staff and just under 3,000 students.

The schools, their approximate enrollments and their grade levels are as follows:

School	Grade Levels	Number of Students (Sept/86)
Caroline	1-12	412
Condor	1-7	114
David Thompson	8-12	259
Leslieville	1-7	192
Lochearn	1-6	295
Nordegg	1-6	15
Pioneer	6-8	418
Rocky Elementary	1-5	412
Will Sinclair High	9-12	697

The project was conducted as an implementation model: Year one (school year 1984/85) was the start-up year when data sources were identified and the first data were collected. In Year two (school year 1985/86), the collection processes were refined and some comparison data were available. Due to the unique reports developed during the two years of the model's development, the data became an integral part of the school system's management process. Thus, some of the products of this model have already been put to use.

The major thrust of the Rocky Mountain School Division No. 15 Evaluation Model was to implement an Attitude Survey of students, parents, staff, and supporters. This was done for 1985 and 1986.

One final objective of the evaluation methodology was to ensure that the information that the researchers generated was capable of interpretation by its audience: namely the Board, the school Principals and the Superintendent. It has been noted that "it is more important to improve audience understanding than to provide a 'reductionist' summary". The users' understanding of information is paramount in evaluation processes. Such understanding was facilitated by the use of graphic data wherever possible and by always allowing easy comparison of data variables. Such simplifications should only foster understanding, not make the information simplistic.

This report is a summary report reflecting the methodologies, results and conclusions of the entire model. By far the largest portion of the model was the Rocky Mountain School Division No. 15 Attitude Survey 1985 and 1986 which exists as a separate document.

CHAPTER TWO: METHODOLOGY

To measure the objectives as established for the evaluation model, two major instruments were identified. The first was the Attitude Survey that had been developed by Edmonton Public Schools (EPS). The Steering Committee agreed that adoption of the instruments used by EPS would be acceptable for inclusion in the model.

A second instrument was required to measure patterns of migration and occupation for school leavers. A purpose designed instrument for measuring this objective was developed.

Measuring the balance of the objectives identified in the model allowed the use of existing information readily available at the schools or the Division. This data required refinement or utilization in a different format.

The methodology section will describe each of these components relative to the objective being measured.

2.1 Student Achievement Objective 1 and 2

Students will achieve a level of knowledge and skill consistent with their ability.

The achievement of students in the Division will equal or exceed provincial norms and standards.

The measurement of these objectives was to be by student achievement scores and student aptitude scores. Early in the project (October 23, 1985), the researchers were advised that another jurisdiction was examining the correlation of the aptitude and achievement scores and that further work in this area for the Rocky Mountain School Division Evaluation Model should not be undertaken.

The results of the Departmental Diploma Examinations written in January and June of each year were used as the achievement scores. A student's final mark for each core subject is calculated by blending the school awarded mark with the Departmental Diploma Examination mark on a 50-50 basis. Credit is awarded to those students who receive a final mark of 50% or more.

The examination results were reviewed for the average scores of students in Rocky Mountain School Division (RMSD) and the average score for the Province; then for the subject areas and numbers of students in which RMSD students scored above the Provincial average. These data are provided for Division totals.

Examination scores were further analyzed for an achievement score, by school, where the number of students who wrote the examination was compared to the number of students who received a score over 50% and therefore received a credit. The marks were analyzed in this manner for the 1985/86 school year.

A further indicator of achievement was the number of Rutherford Scholarships awarded to RMSD. These scholarhips are awarded in Alberta to those students who have an 80% average in five subjects in Grade 10 and 11, including English, two matriculation subjects and two other subjects. Also, they must have the 80% average in Grade 12 in English and four other matriculation subjects, which can include Math 31 or a foreign language.

All of these data were readily available at the Division level and only required interpretation in a new format to provide the information in Chapter Three: Results.

2.2 School Leaver Survey Objective 3

Upon completion of their studies in the Division, students will be adequately prepared for further study or for entry into a productive occupation.

Measurement of objective #3 required that patterns of student migration and occupation be determined. After reviewing the literature and examining graduate surveys from Grant MacEwan Community College, Lake Washington School District #414, N.A.I.T., W.P. Wagner High School and the Report of Early School Leavers in Northern Alberta[1], items were selected for a survey protocol.

In the course of reviewing the literature, it became apparent that the most effective follow-up method was to survey students just prior to their leaving school to determine, among other items, locational information for the following year[2,3] and also to determine their occupational and educational goals *prior to leaving school*. Two survey instruments were developed from the survey items that had been selected. They were called School Leaver Survey: Part 1 and School Leaver Follow-up.

A first draft of Part 1 was formulated in April 1985. On May 21st, 1985, a pilot test of the instrument was conducted with 24 Grade 12 students at Sturgeon Composite High School, Namao, Alberta. Comments expressed by the students and statistical analysis using Chi-square helped refine the questionnaire and minimized ambiguities.

In June, 1985, the School Leaver Survey Part 1 was administered to 112 Grade 12 students representing 49% of the enrolled Grade 12 population as the first step in the implementation process.

Part 1 was developed to be administered to all Grade 12 students about one month prior to their leaving school. At that time students know fairly well what they plan for the coming year and usually know addresses or telephone numbers where they could be contacted in the forthcoming year.

Appendix One provides the finalized survey instrument.

The second survey instrument to be developed was the School Leaver Follow-up which was pilot tested on two groups of students. On September 13, 1985, 10 students from the School of Nursing at the University of Alberta completed the survey and assisted in refining its content. Since that number of students was so small, a second pilot with 22 Grant MacEwan students was conducted in late September 1985. The finalized survey instrument is shown in Appendix Two.

Three days prior to the Easter holiday in 1986, the School Leaver Follow-up was mailed, with a return stamped envelope, to those students of RMSD who had completed the Part 1 Survey. The Follow-up was mailed to the addresses provided in Part 1. The researchers anticipated that most students would have contact with their home at holiday time. Since contact with ex-students is difficult yet critical to the validity of a follow-up survey, students had been asked to provide the addresses and telephone numbers of two people who would know how to get in touch with them.

A telephone follow-up was initiated over the Easter holiday period and continued for four weeks following the mail-out to elicit a high response rate.

2.3 Student Attitudes Objective 4

Students will develop positive self-images which will be characterized by positive attitudes towards self, others, the school and education.

Measurement of objective #4 was based primarily on a Division wide Attitude Survey. In addition, measures of vandalism and absences were examined using data that was collected by the schools and the Division office over the period of the study.

2.3.1 Attitude Survey

An Attitude Survey of the students, parents, staff and supporters of RMSD was implemented twice during the period of study: the first on April 26, 1985, and the second on April 10, 1986. Student responses to the questionnaires were reported in four categories:

Grades 1-3
Grades 4-6
Grades 7-9
Grades 10-12

For ease of administration and to ensure an adequate sample, all students in the School Division were surveyed on the same day. A random sample of each category of students, by school, was then selected by the researchers.

The sample sizes were calculated using EPS's guidelines for sampling.

Special education students were surveyed using the category of survey contingent on their capability, as determined by the classroom teacher. These surveys were then incorporated into the appropriate category, by school.

In instances where fewer than five students occurred in one category, those data were included in the Divison total only to ensure anonymity.

Parents of all students attending RMSD schools were potential candidates for the survey. A random sample of each category of parent was selected by school:

Elementary
Junior
Senior

The survey instruments were mailed to the selected parents with a stamped return envelope addressed to the office of the researcher. A telephone follow-up was initiated 10 days following the mail-out and was conducted for 4 weeks.

All staff of RMSD were surveyed by school and staffing category namely:

Principals
Certified School Staff
Secretary/Teacher Aide
Central Administration
Caretakers

The data for staff were tabulated for a Division wide total where the number of respondents was five or fewer.

School division supporters were also surveyed. The Division provides education to students in the following three municipal districts:

Village of Caroline
Town of Rocky Mountain House
Municipal District of Clearwater

The questionnaires were mailed to a random selection of supporters from each municipality and in 1985 were followed-up by telephone. In 1986 a larger number of surveys were mailed out and no telephone follow-up was used. All questionnaires had a stamped return envelope addressed to the office of the researcher.

The Municipal District of Clearwater and the Town of Rocky Mountain House provided the researchers with the names and addresses of public school supporters. From these lists a random sample was drawn. For the Village of Caroline, all supporters who were listed on the town register were mailed a questionnaire.

All the questionnaires were collected, checked for appropriate completion and then the raw data were entered into the computer and tabulated. The sum of each category of data was calculated into percentages (not weighted) and presented in a graphic form for the Division total and in tabular form for each school.

Individual school responses were displayed below each graph by percent. Less than 100% response to a particular question accounts for totals of less than 100.

The individual questionnaires were developed using Edmonton Public School's Attitude Survey. The questions had been tested by EPS for their significance and response rate on a random sample of individuals before their implementation.

Each school received a Survey Box, which had been prepared at the researcher's office, two days prior to survey day. Each box contained survey instruments for all students and an envelope for each class, survey instruments for all staff and a survey for the principal which also had a stamped envelope addressed to the office of the researcher (to ensure the principal's confidentiality). A Survey Implementation Handbook, which described the Survey procedure for the Principal and staff, was also included in the Survey Box.

Appendix Four provides the questionnaires for each category of respondent. Appendix Five provides the Survey Implementation Handbook.

2.3.2 Vandalism

Data on vandalism in the RMSD schools were reported by each principal as incidents occurred. Copies of these reports were provided to the researchers for analysis.

The public's perception of vandalism was drawn from questions on the supporters' attitude survey. Other questions considered to be related to vandalism, such as student attendance and drug and alcohol usage problems, were also drawn from the survey to be examined more closely relative to the vandalism question.

2.3.3 Student Attendance and Absence

One school provided a report of student absence, over 15 school months for grades one to nine. These were analyzed according to absence rates by month for comparison between grades.

2.4 Stakeholder Satisfaction Objective 5

The educational system will be operated to the satisfaction of the major stakeholders: parents, teachers, students and ratepayers.

The primary measurement of this objective was accomplished by the Attitude Survey as reported in Section 2.3 Student Attitudes. The results in summary form are reported in Section 3.3.

2.4.1 Staff Retention and Turnover

The other measurement of this objective was the staff retention and turnover for the Division during the course of the study. Data to determine these rates were available from the Division Office as part of routine record keeping.

2.5 Resource Utilization Objective 6

The Division will use its available resources to advantage.

Calculation of the cost per student for each school year was the measurement of this objective. Financial statements for the two years of operation were analyzed. Essentially the figures used for this calculation were total operating budget and September 30 enrolments from the previous year. Since the full budget for 1986 is still not known, budget figures for the last four months (Sept.-Dec.) were pro-rated from the previous eight months.

CHAPTER THREE: RESULTS

3.1 Student Achievement

Objectives 1 and 2

Students will achieve a level of knowledge and skill consistent with their ability.

The achievement of students in the Division will equal or exceed provincial norms and standards.

3.1.1 Department Diploma Examinations

The number of students who attended RMSD who achieved as high as or higher than the provincial average for the final blended mark in the Departmental Diploma Examination by subject (January and June 1985/86 combined) were as follows:

Table 3-1
Student Achievement and Provincial Averages Benchmark

Subject	English 30	Soc. Std. 30	Math 30	Biology 30	Chem 30	Physics 30	English 33
School Year	85/86	85/86	85/86	85/86	85/86	85/86	85/86
Achieved≥ Prov. Average	65	52	45	50	41	21	45

The Achievement Rate of students who received a score of 50 or more on the blended mark, for the 1985/86 School Year was calculated and is presented as:

Table 3-2
Achievement Rate Benchmark

		Eng. 30	S.S. 30	Math 30	Bio. 30	Chem. 30	Phys. 30	Eng. 33
Number of	Jan.	57	85	86	70	52	17	52
Students Who	June	92	49	16	57	41	26	25
Wrote Exam	Total	149	134	102	127	93	43	77
		62%	56%	43%	53%	39%	18%	32%
Number of	Jan.	55	83	75	65	51	14	51
Students Who	June	85	40	14	53	34	24	25
Gained Credit	Total	140	123	89	118	85	38	76
		58%	51%	37%	49%	35%	16%	32%
Achievement Rate Jan./June Combined		94%	91%	87%	93%	91%	88%	99%

The percentage of the total students is based on the 240 Grade 12 students, September 30, 1985.

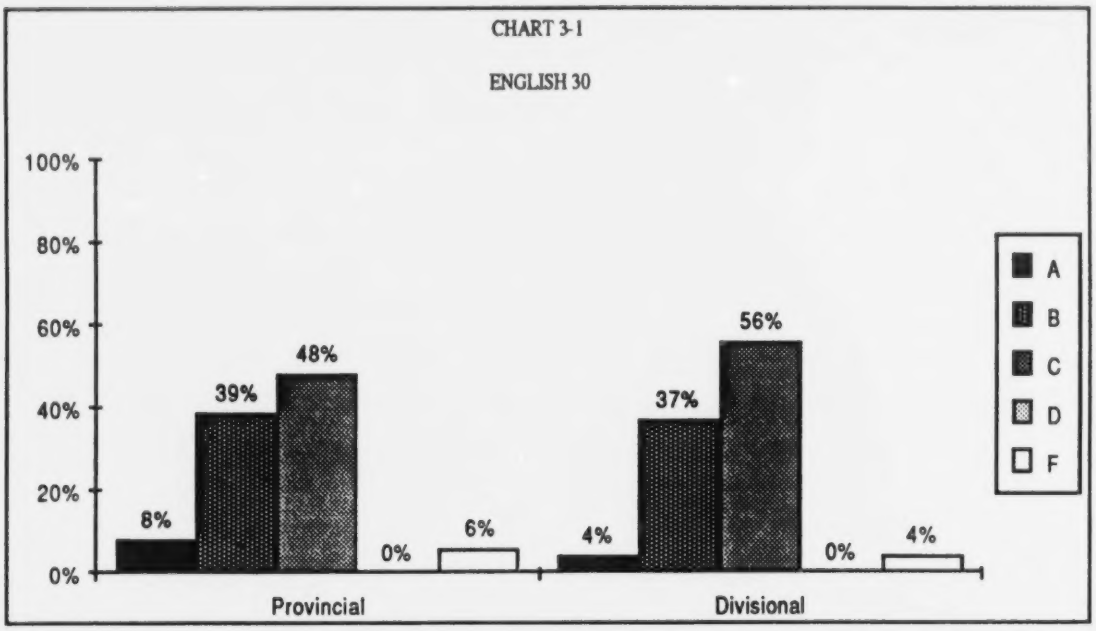
The number of students who *wrote* the Departmental Examinations (that is those who tried) was compared between the Province and the Division.

Table 3-2A
Students Who Wrote Benchmark

	Eng.30	S.S. 30	Math 30	Bio.30	Chem.30	Phys. 30	Eng.33
# Students who Wrote (Prov)	13112	11148	9386	9736	8518	5141	5542
% of Enrolled Gr. 12 (Prov)***	37%	31%	26%	27%	24%	14%	16%
% of Enrolled Gr. 12 (Division)	62%	56%	43%	53%	39%	18%	32%

***Calculated from the Grade 12 enrolled population for the Province of 35,545.

Provincial and Divisional Comparson by Letter Grade, by Subject
January 1986 Final Mark



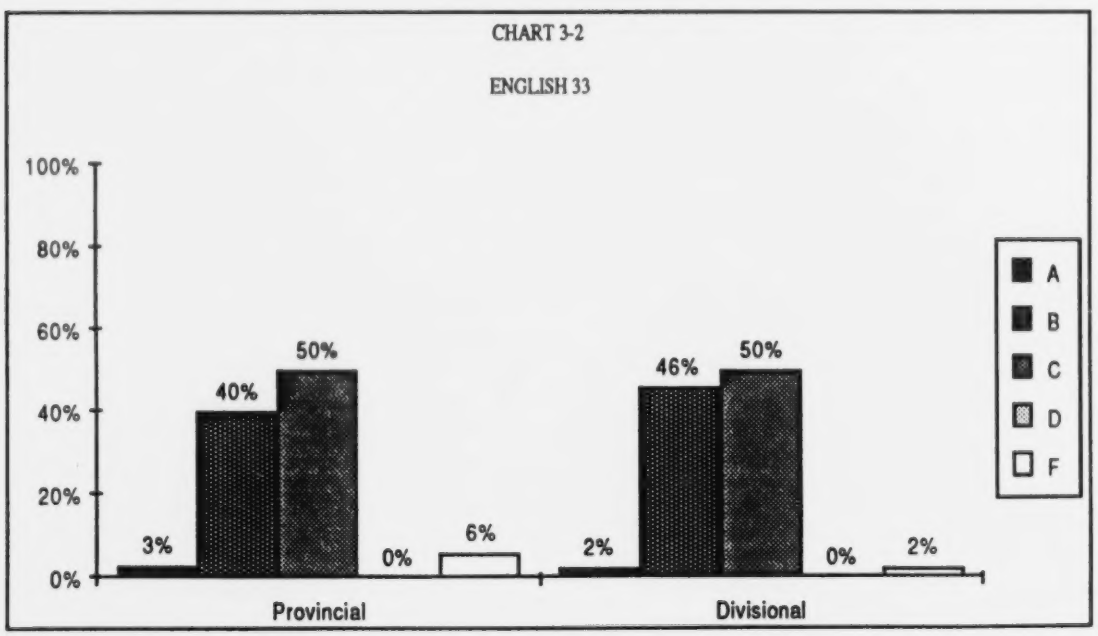


CHART 3-3

SOCIAL STUDIES 30

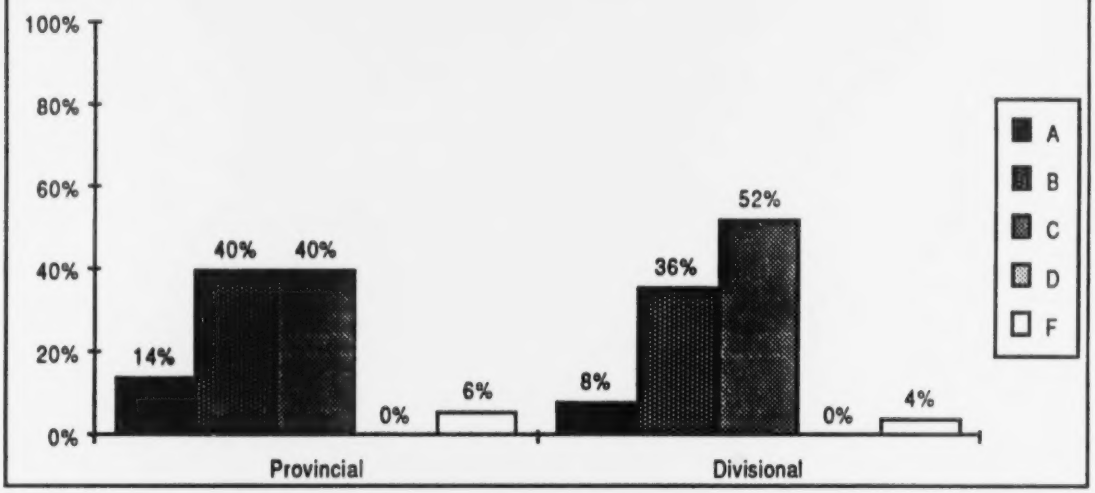


CHART 3-4

MATHEMATICS 30

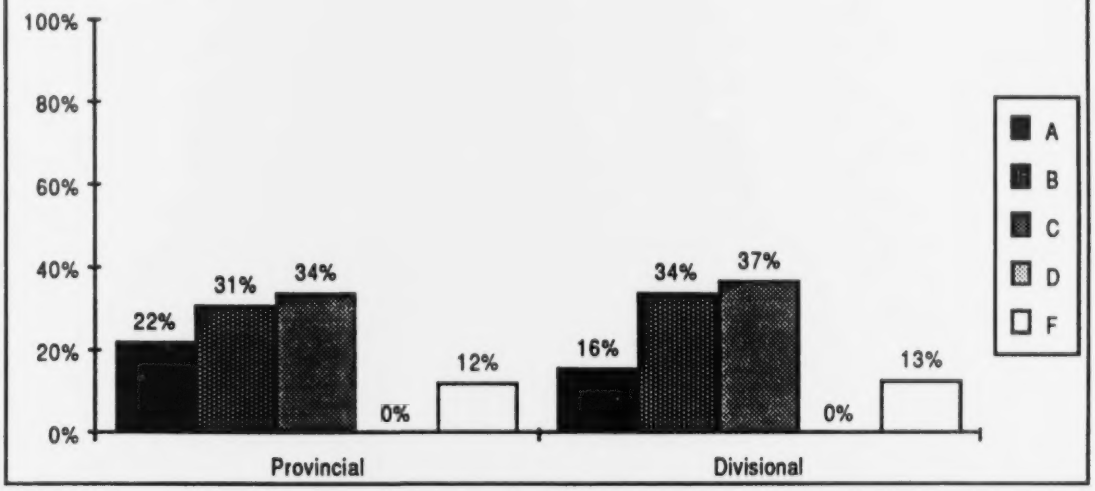


CHART 3-5

BIOLOGY 30

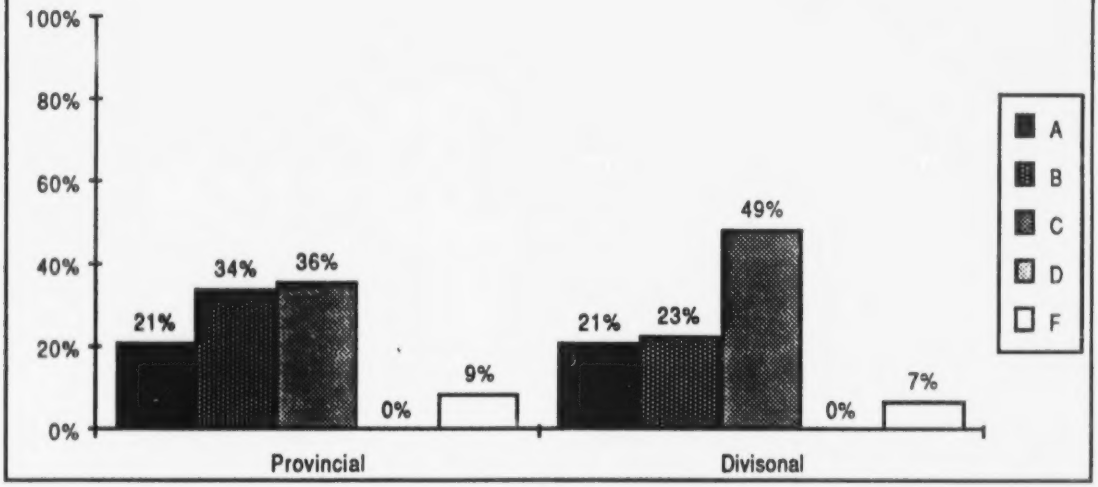
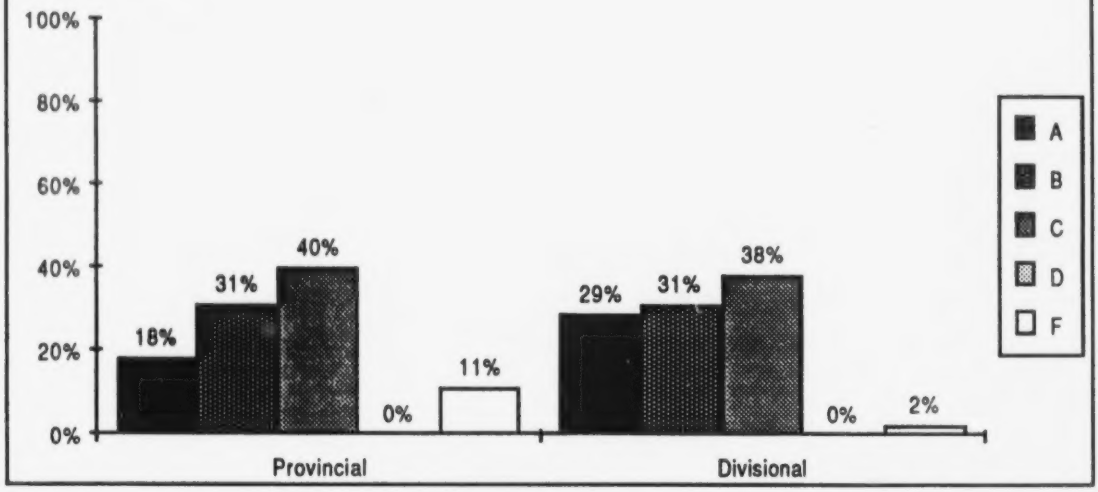
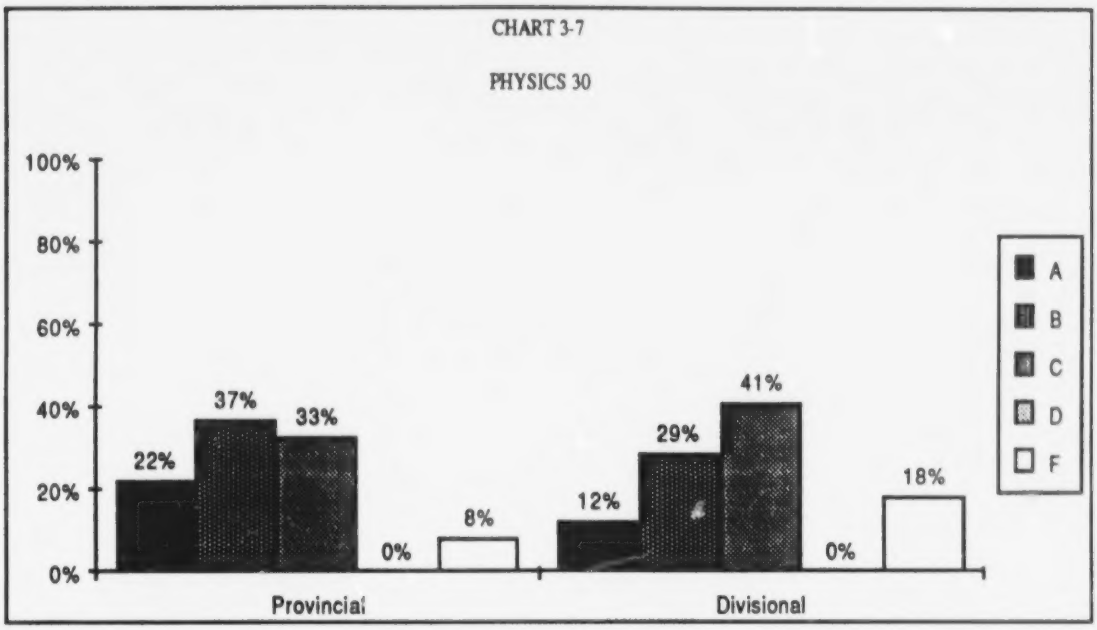


CHART 3-6

CHEMISTRY 30





3.1.2 Rutherford Scholarships

The scholarships awarded to students in RMSD for the 1985/86 school year (not including those students who have a delayed University Registration) were:

Male	Female	Total	Value
6	21	27	$29,900.00

It is significant to note that 78% of the scholarships were awarded to females. This is consistent with the provincial figures.

A scholarship achievement rate was calculated using the September 1985 enrollment of 240 Grade 12 students; the rate was 11.25%.

3.2 School Leaver Survey

Upon completion of their studies in the Division, students will be adequately prepared for further study or for entry into a productive occupation.

3.2.1 School Leaver Survey: Part 1

The School Leaver Survey Part 1 was administered to Grade 12 students in all three high schools in RMSD in June 1985 and June 1986. The following represents the findings from those two years.

Questionnaires were completed by 112 students in 1985 and 121 in 1986, representing 49% and 51% of the registered Grade 12 population, respectively. This represents a school breakdown, by year, as follows:

Table 3-3
Number of Respondents: Part 1

	1985	(%)	1986	(%)
Will Sinclair High School	62	(55%)	63	(52%)
David Thompson	26	(23%)	27	(22%)
Caroline	16	(14%)	31	(26%)
Late questionnaires	8	(7%)		-
Total	**112**	**(100%)**	**121**	**(100%)**

Table 3-4
Program and Sex of Respondents

Program	1985			1986		
	Male	Female	Total	Male	Female	Total
General	44%	48%	46%	48%	61%	43%
Advanced	56%	52%	54%	52%	38%	57%
Total	**45%**	**56%**		**50%**	**50%**	

Table 3-5
Parents' Education

	1985		1986	
	Fathers	Mothers	Fathers	Mothers
Less than High School	46%	33%	49%	33%
High School Diploma	16%	33%	33%	41%
College, Tech. School	20%	13%	20%	23%
University Degree	9%	13%	8%	9%
Post-Grad. University	3%	1%	1%	0%
Don't Know/Missing	6%	7%	7%	10%

Half of the fathers and one third of the mothers did not finish high school.

Table 3-6
Future Plans

Students' Plans for Next Year:	1985	1986
Attend School	60 - 54%	65 - 54%
Work	65 - 58%	44 - 37%
Homemaker	4 - 4%	0 - 0
Undecided	8 - 7%	6 - 5%
Other	2 - 2%	5 - 4%

(Note that plans need not be mutually exclusive.)

Of the 122 students who responded in 1986, six students responded to two or more options for this question. All six felt that their current plans for next year would include attending school full or part-time *and* working full or part-time.

In the 1985 survey, 7 (5%) students reported that they would work in the family business. In 1986, also, 7 (6%) students reported the same intent. Students who did report said that farming was the type of business. Other plans for next year reported by six students included travelling, the rodeo and joining the armed forces.

Table 3-7
School Plans

	1985	1986
University	13 - 18%	19 - 16%
Junior College	28 - 41%	36 - 29%
Agricultural College	4 - 6%	3 - 2%
Technical School	9 - 13%	12 - 10%
Secretarial School	4 - 6%	1 - 1%
High School Upgrade	8 - 12%	7 - 6%
Other	3 - 4%	7 - 6%
No Response	42 not incl.	36 - 30%

Table 3-8
Sureness of Plans

	1985	1986
Very Sure	53 - 51%	56 - 46%
Somewhat Sure	34 - 32%	44 - 36%
Unsure	18 - 17%	12 - 10%
No response		9 - 7%
	105 - 100%	121 - 100%

Table 3-9
Potential Problems

	1985	1986
School Grades		
Definitely Not a Problem	40%	38%
Might Be a Problem	57%	58%
Likely To Be a Problem	3%	3%
Financial Assistance		
Definitely Not a Problem	33%	20%
Might Be a Problem	55%	61%
Likely To Be a Problem	13%	17%
Admission to Desired Program		
Definitely Not a Problem	42%	41%
Might Be a Problem	52%	46%
Likely To Be a Problem	6%	7%
Family Support/Permission		
Definitely Not a Problem	88%	88%
Might Be a Problem	10%	8%
Likely To Be a Problem	2%	1%
Availability of Jobs		
Definitely Not a Problem	18%	23%
Might Be a Problem	71%	55%
Likely To Be a Problem	12%	1%

In both years the availability of jobs persists as the greatest concern for students.

Table 3-10
Where Students Would Like to Live

	1985	1986
Rural Area	28 - 27%	35 - 29%
Small Town	30 - 29%	18 - 15%
Bigger Town, City	47 - 45%	66 - 55%

Prefer to live in the Rocky Mountain House Area:

	1985	1986
Yes	20 - 18%	14 - 12%
Maybe	66 - 59%	64 - 53%
No	26 - 23%	41 - 34%

Occupational Goals:

Of the 1986 survey respondents, 83 (69%) students stated an ultimate occupational goal. A full list of these is provided, by school, in Appendix Three. Twenty nine (24%) had not made a choice, and 9 students did not respond. Of the students who had stated an ultimate goal, the goals range from the professions (M.D. or Veterinarian) to construction. The largest group emphasized sports and technologist positions. No students considered homemaking a goal, nor did they consider homemaking a current plan.

3.2.2 School Leaver Follow-up

Students Responding to the Questionnaire

In September, 1984, 227 students were enrolled in Grade 12 in the Rocky Mountain School Division. In June, 1985, the School Leaver Survey: Part 1 was administered to 112 students, thus supplying the researchers with a 49% representation of 1984's enrolment. During Easter of 1986, all 112 students previously surveyed were mailed a School Leaver Follow-up to the address they had provided in the previous June. Of the 112 students, 71 returned the survey, thus providing a 63% return on the sample. The questionnaires were distributed by mail, with a return stamped and addressed envelope. A telephone follow-up was initiated and continued for 4 weeks following the mail out. Questionnaires were returned to the researchers as much as six months after mailing. The student response to the School Leaver Follow-up, in total and by school, was:

Table 3-11
Number of Respondents: Follow-up

	Mailed Out	%	Returned	%
Will Sinclair	62	55	39	55
David Thompson	26	23	18	25
Caroline	24	22	14	20
Totals	**112**	**100**	**71**	**100**

	Students	% of Total Enrollment
Enrolment September 1984	227	100
Students Surveyed: Part 1	112	49
Students Surveyed: Follow-up	71	31

	Sample Size	Respondents	Response Rate
Students Surveyed: Follow-up	112	71	63%

Chart 3-8
Place of Employment or Study

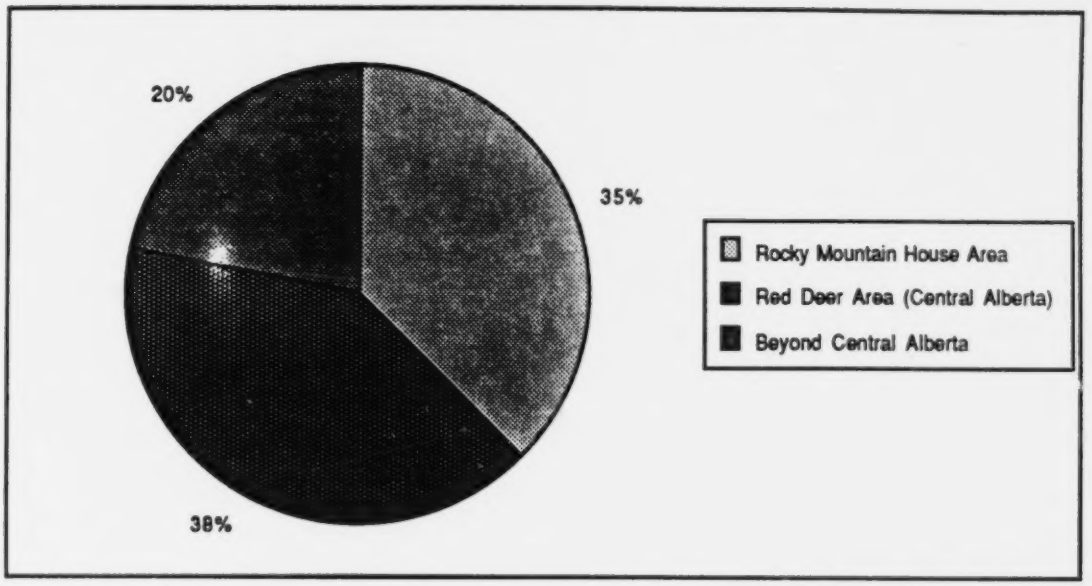


Chart 3-9
What the Respondents are Doing at the Present Time

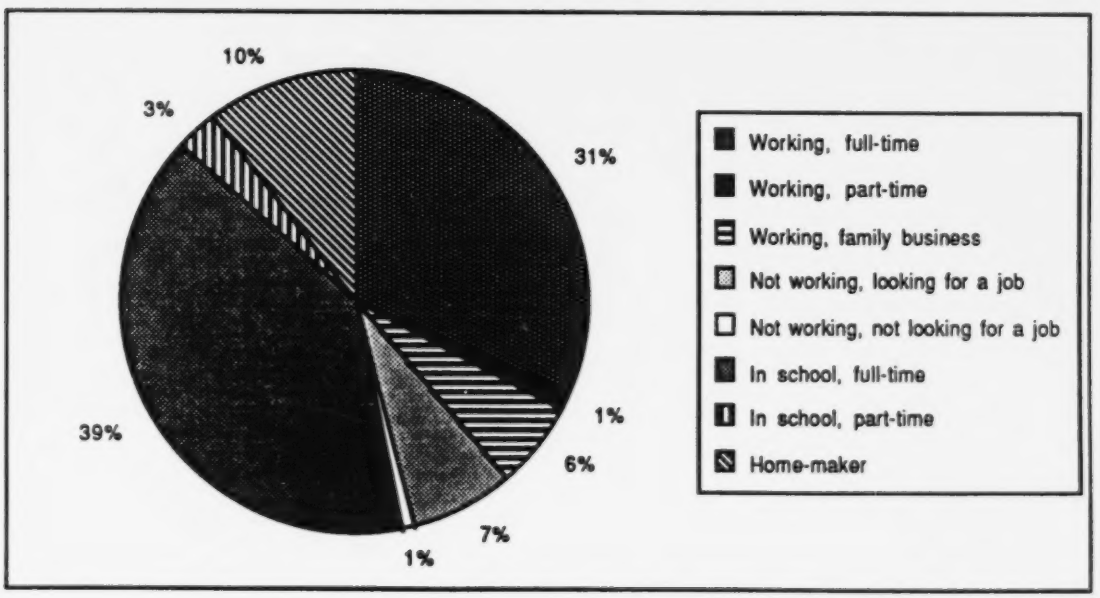
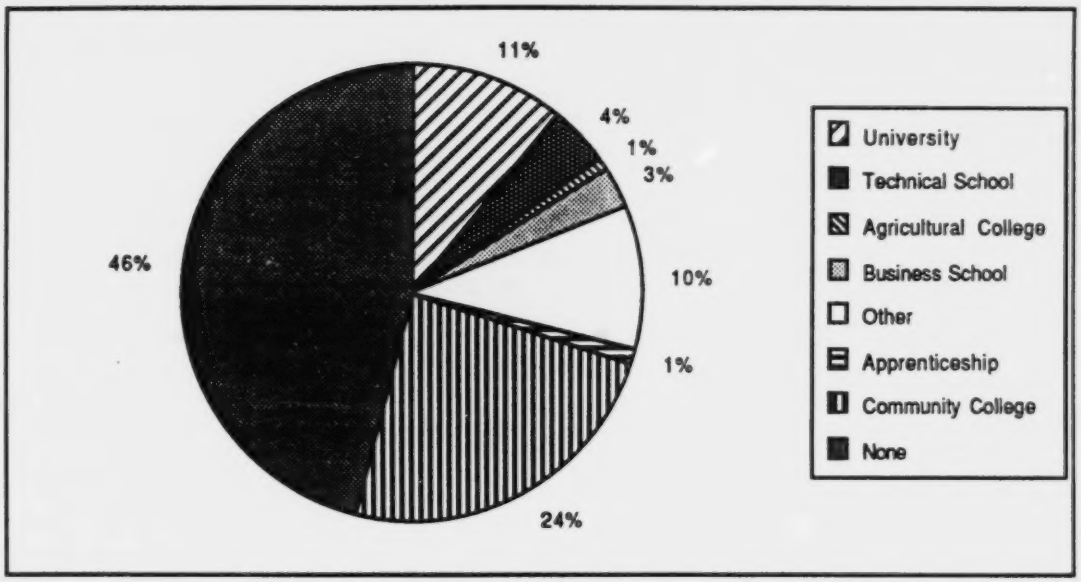


Chart 3-10
Which Educational Institution Respondents Were Attending



Respondents were asked the name of the Educational Institute that they were attending:

Table 3-12
Name of Educational Institution

	Number of Respondents	% of Respondents
Red Deer College	14	20%
Athabasca University	2	3%
University of Calgary	2	3%
S.A.I.T.	2	3%
University of Lethbridge	2	3%
Reeves Business College	2	3%
University of Alberta	2	3%
Mount Royal College	1	1%
Academy of Professional Hair Design	1	1%
The Kings College	1	1%
Olds College	1	1%

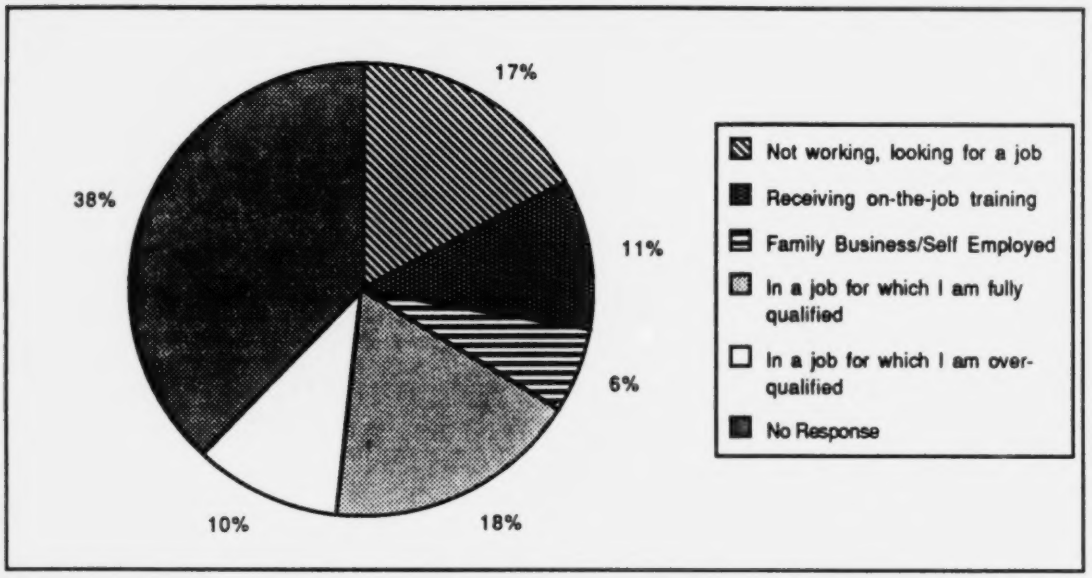
The respondents were asked the type of educational program they were enrolled in:

Table 3-13
Educational Program

	Number of Respondents
Bachelor of P.E. transfer to Bachelor of Education	1
General Transfer	3
Secretarial Science	1
Automotive Science Technology	1
Pre-Vet transfer to Education	1
Legal Assistant	1
Arts & Science	3
Bachelor of Commerce	2
Professional Cooking	1
Bachelor of Science	3
Pre-Management	1
Pre-Optometry	1
Cosmetology	1
Bachelor of Administration	1
Special Education	1
Bachelor of Education	1
Teachers Aide	1
Equine Studies	1
Accounting Tech.	1
Medical Secretary	1
Pre-Education	1
Industrial Electrician	1
Business Administration	1
Pharmacy	1

For those respondents who are now working full-time or part-time or looking for a job, the following best describes their present situation:

Chart 3-11
Present Work Situation



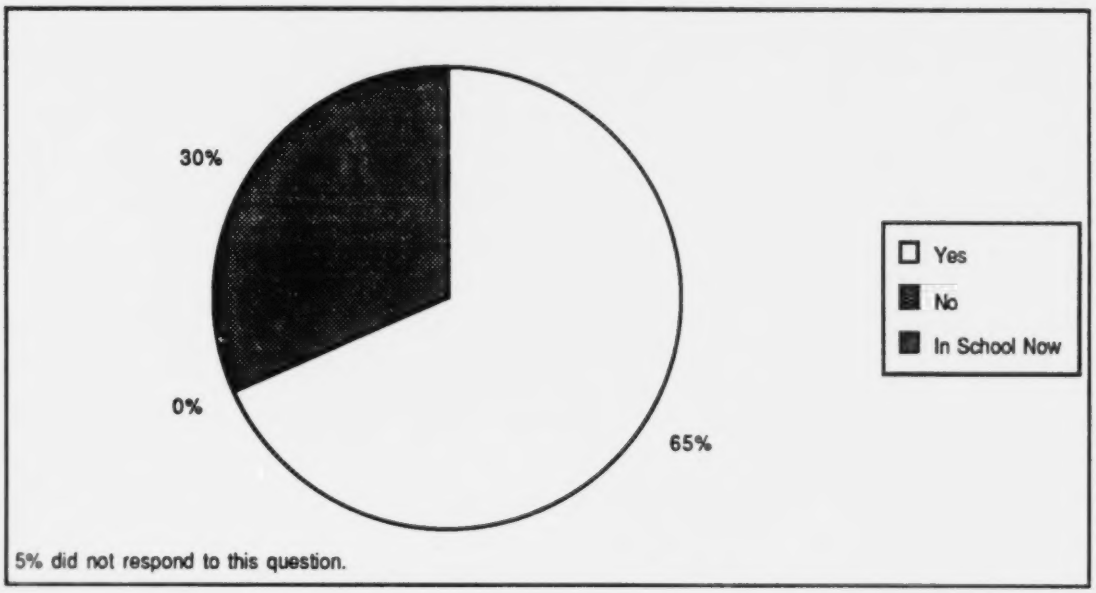
It is significant to note that the third largest response group define themselves as unemployed.

For those respondents who were working, the following describes the type of business or industry they were in or their title/job description:

Gas Station Attendant/Bookkeeper
Nail Technician, Part-time Clerk 7-11
Alberta Wheat Pool
Assembly Line
Rough Neck
Greenhouse
Bartender
Waitress
Dishwasher
Casual Labor
Farming
Cashier
Child Care Worker
Grocery Store
Teachers Aide
Janitor
Riding & training horses
Carpenter's Helper
Office Clerk

Respondents were asked if they would like to continue their education in the future; their response was:

Chart 3-12
Continuing Education



The following lists the occupational goals of the respondents:

Will Sinclair
Teachers Aide
Administration
Secretary
Corporate Lawyer
Jockey
Electrical Engineer
Mechanical Engineer
Instrumentation Engineer
RCMP

David Thompson
Own my own business
Heavy Duty Mechanic
Teacher
Medical Secretary
Hair Dresser
Elementary Teacher
Legal Assistant

Optometrist
Special Education Teacher
Elementary School Teacher
Animal Trainer
Computer Software Development
To advance in anything
Pharmacist
Mechanical Autobody

Caroline
Nurse
Chartered Accountant
Chef
Pharmacy Technician
Commercial Artist

Respondents indicated the degree of help that high school provided by answering the following questions:

How helpful was high school in learning or improving skills?

Chart 3-13: Reading

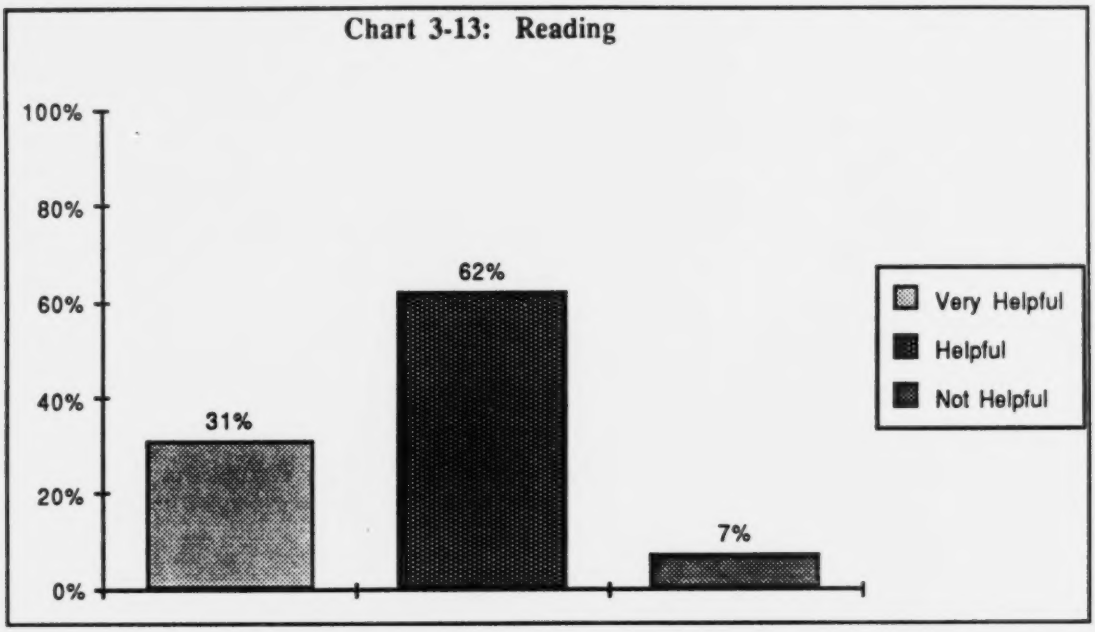


Chart 3-14: Writing

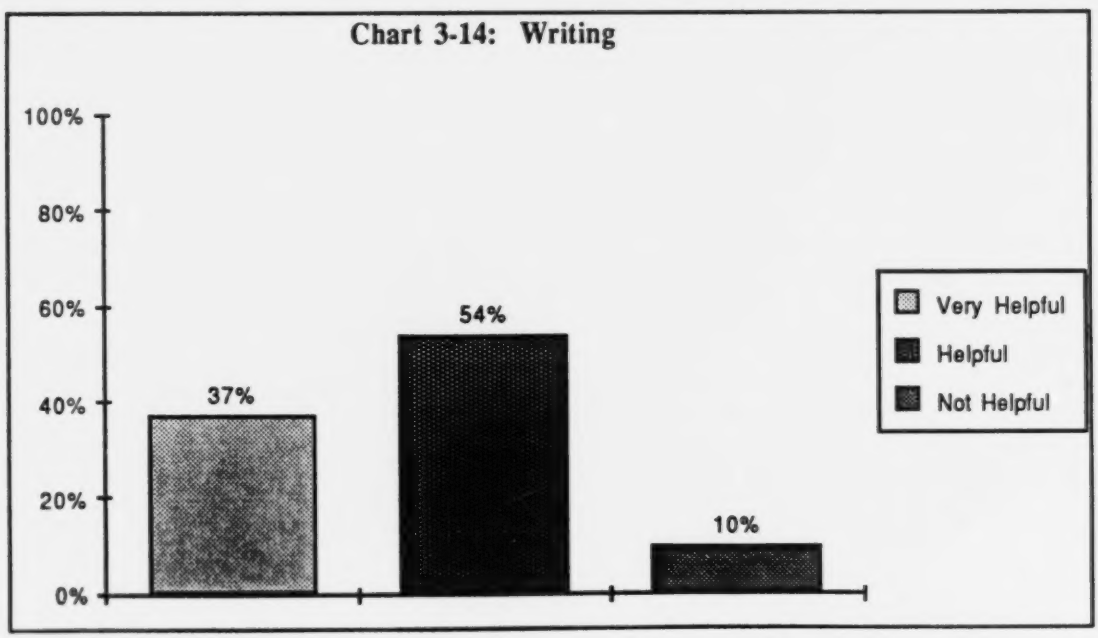


Chart 3-15: Working Number Problems

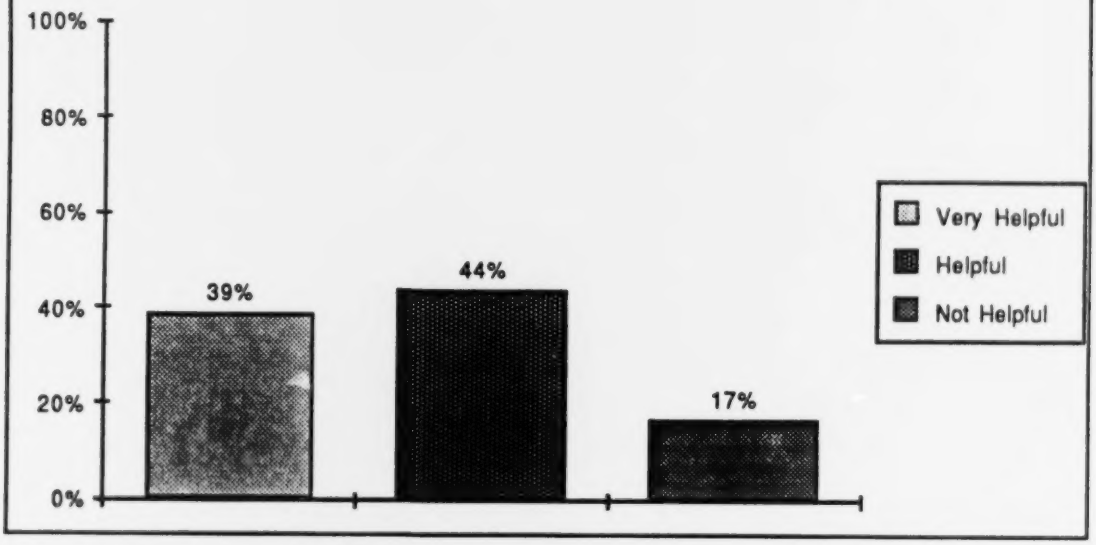


Chart 3-16: Managing Finances

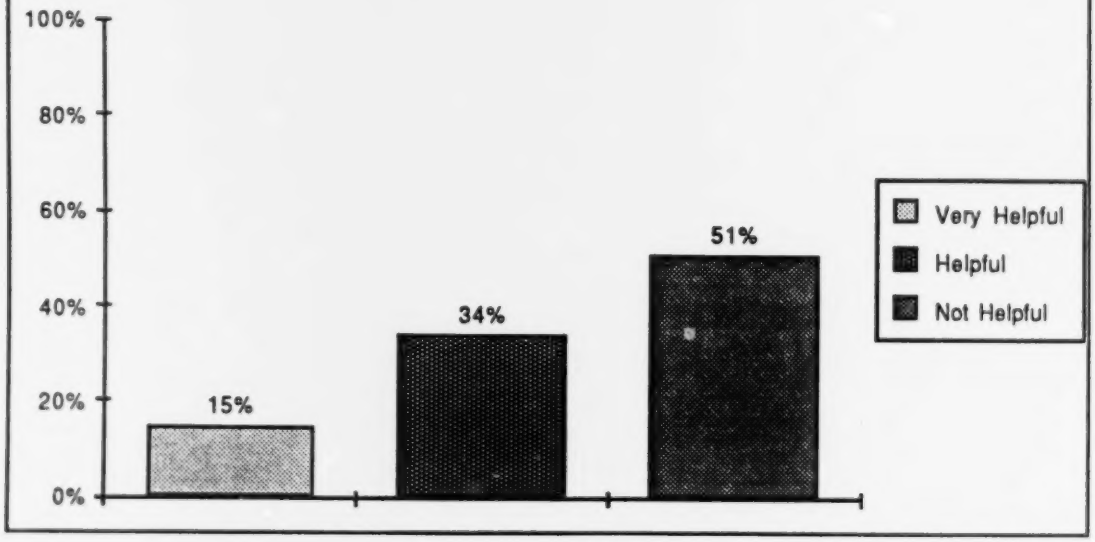


Chart 3-17: Speaking Proper English

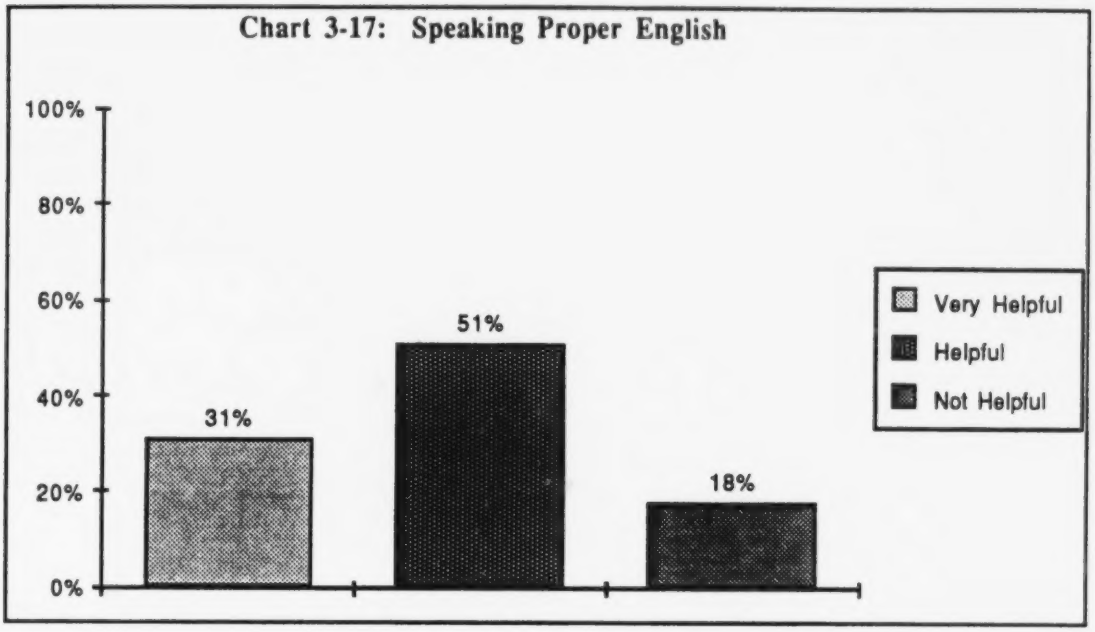


Chart 3-18: Logical Thinking

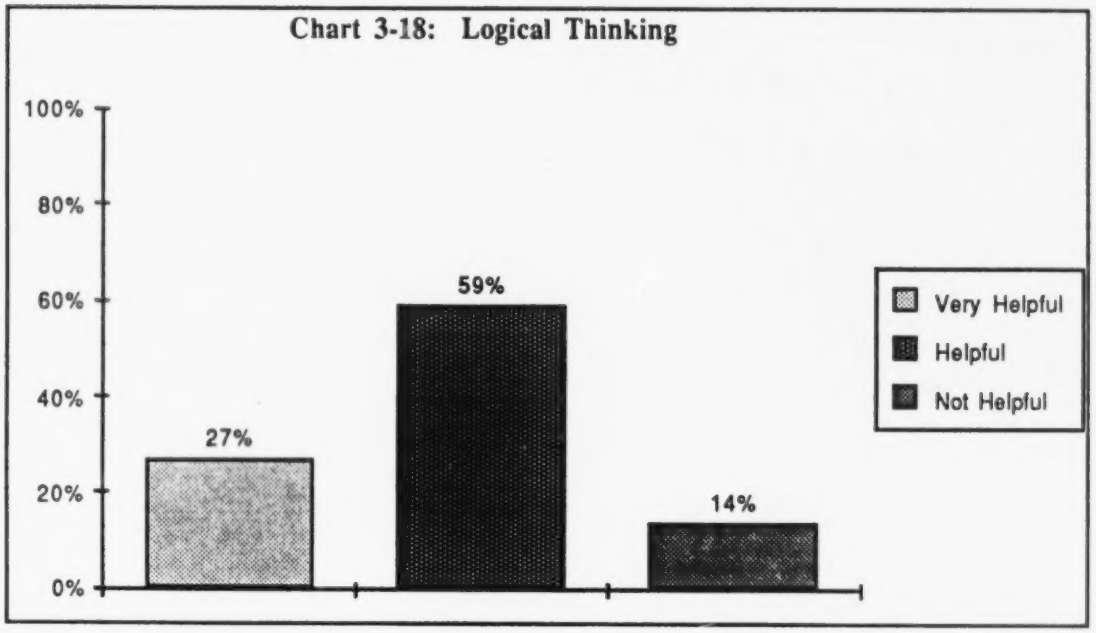


Chart 3-19: Being a Leader

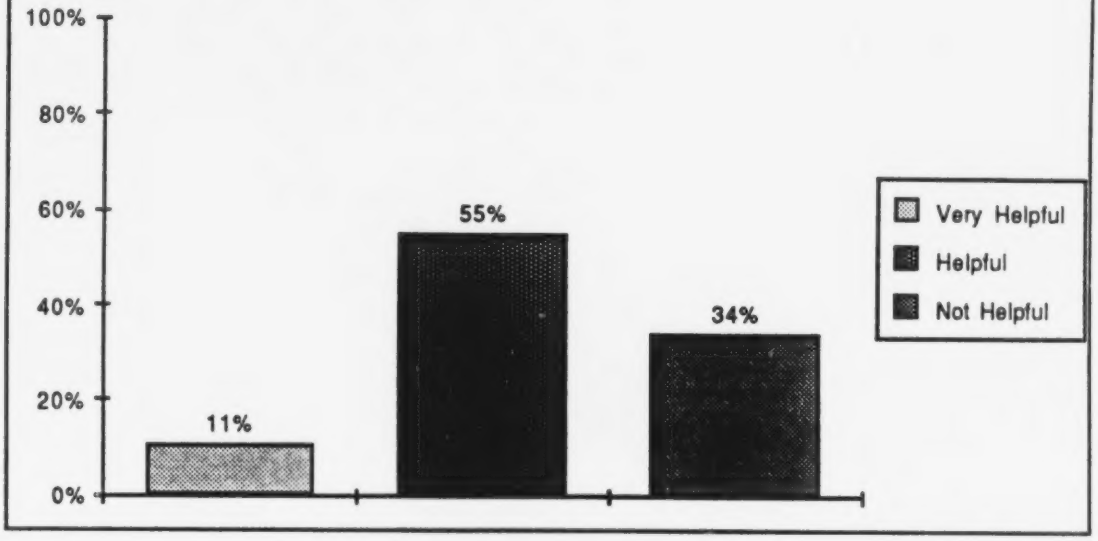


Chart 3-20: Being a Good Parent

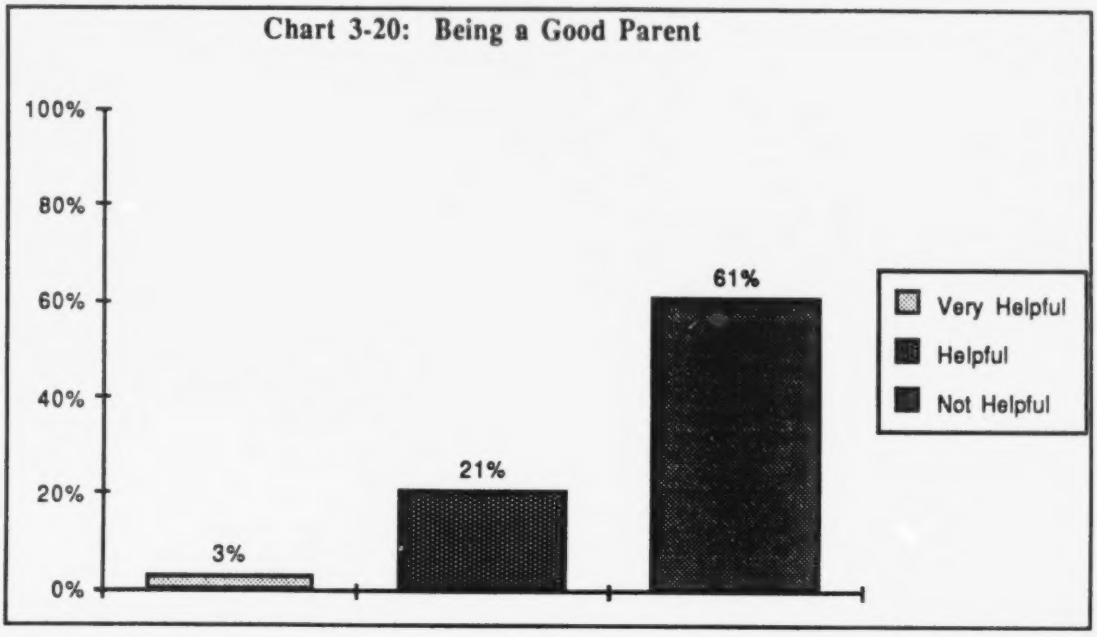


Chart 3-21: Having Steady Employment

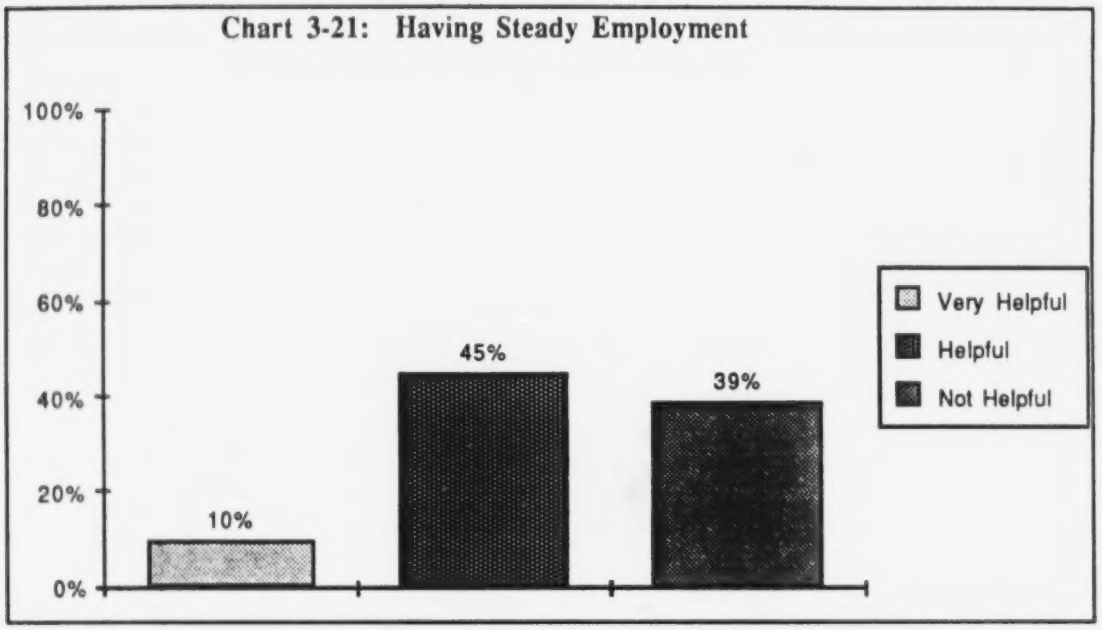


Chart 3-22: Preparation for Social Relationships

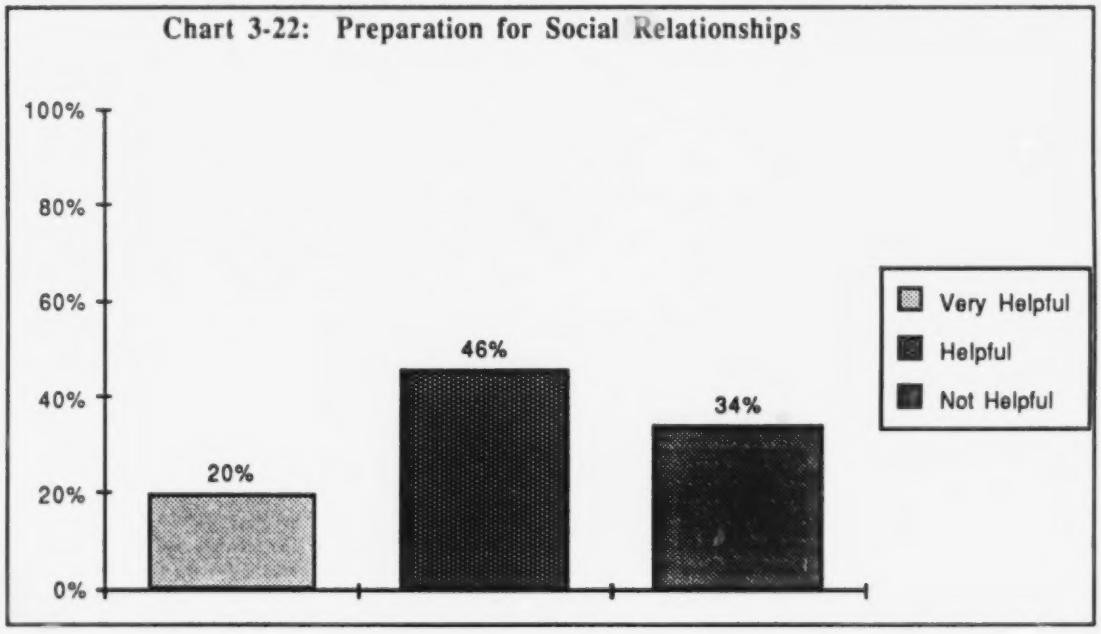
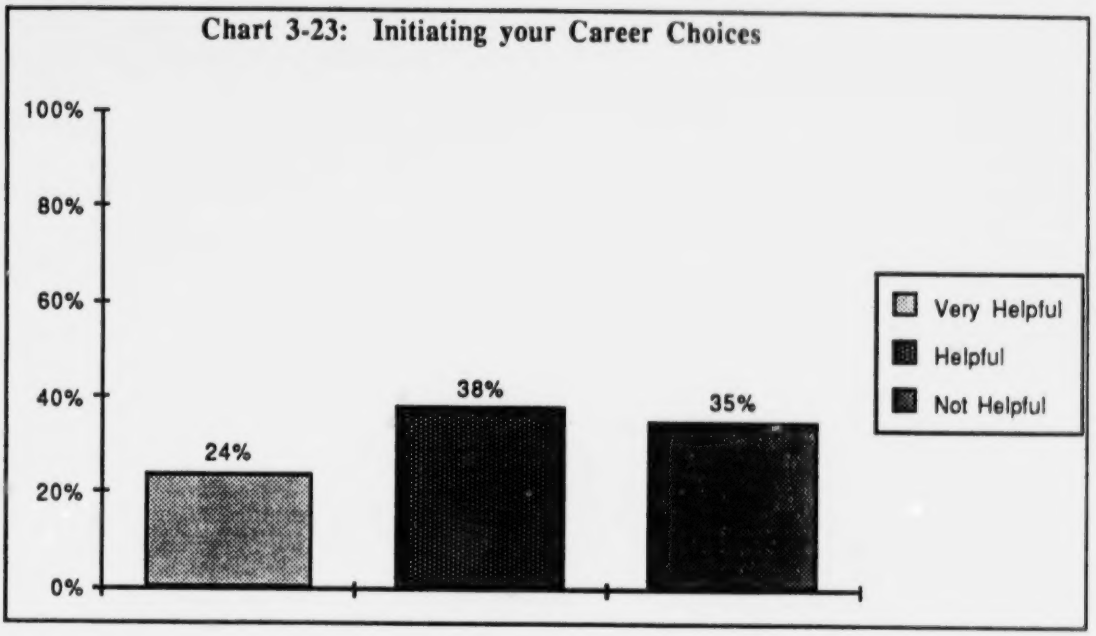


Chart 3-23: Initiating your Career Choices



Respondents were asked about the courses that were available to them while in High School. They were asked the following specific questions:

Table 3-14

Which courses have been of the greatest value to you in your present activity?

	Number of Respondents	%
English	53	75
Math 30	40	56
Biology	23	32
Accounting	17	24
Social Studies	15	21
Chemistry	14	20
Typing	14	20
Home Ec./Food Science	10	14
Physical Education	10	14
Computers	9	13
Physics	8	11
Business	4	6

Table 3-15

Are there courses, including optional courses, which you now wish you had taken in High School?

	Number of Respondents	%
Accounting	21	30
Computers	17	24
Math 30	14	20
Typing	13	18
French	12	17
Physics	9	13
Chemistry	7	10

Table 3-16

Are there courses which you would like to have taken, which are not offered in the Division's High School programs?

	Number of Respondents	%
Money Mgmt./Modern Living/Life Skills	14	20
Auto Mechanics	10	14
Accounting	9	13
Beauty Culture	9	13
Computers	7	10
Art	7	10
Word Processing	3	4
German/Spanish	3	4
Record Keeping	3	4
French	3	4
Math 31	2	3
Drama	2	3

3.2.3 School Leaver Survey: Comparison Between Part 1 and Follow-Up

Students were asked about their current plans for next year in June, 1985, (expected) and again in March, 1986, (actual) to determine what they were doing at the present time.

Table 3-17
Students' Plans

	Expected	Actual	Variance
Attend School	54%	43%	-11%
Work	58%	38%	-20%
Homemaker	4%	10%	+6%
Undecided	7%	-	
Not working, looking for a job	-	7%	
Other	2%	1%	

Students were asked about their plans for attending school (expected) and the schools which they were attending (actual).

Table 3-18
Attending School: Expected and Actual

	Expected	Actual	Variance
University	18%	11%	-7%
Junior (Community) College	41%	24%	-17%
Agricultural College	6%	1%	-5%
Technical School	13%	4%	-9%
Secretarial School	6%	3%	-3%
High School Upgrade/Other	16%	10%	-7%
Apprenticeship	-	1%	+1%
No Schooling	37%	46%	+9%

Chart 3-24
Where Students Live: Expected

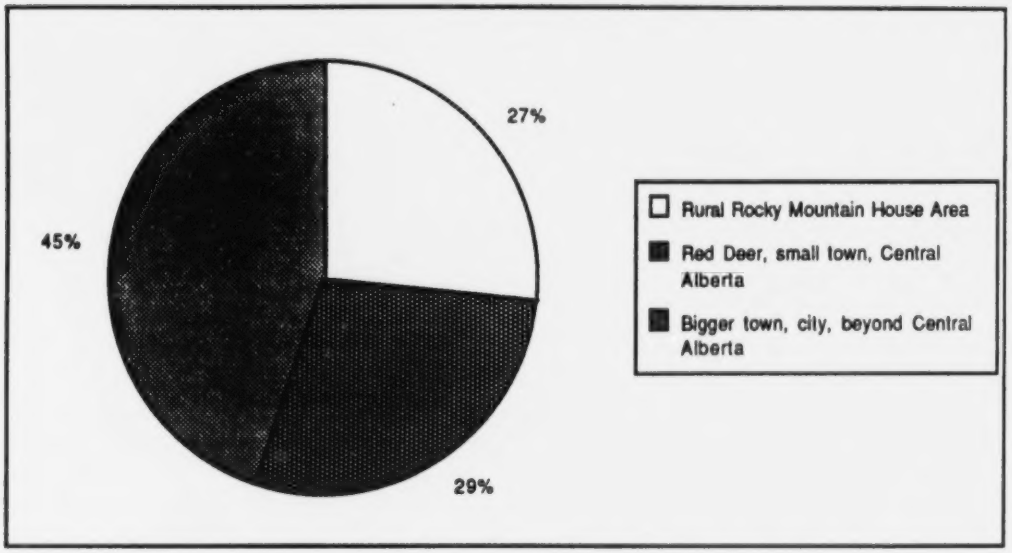
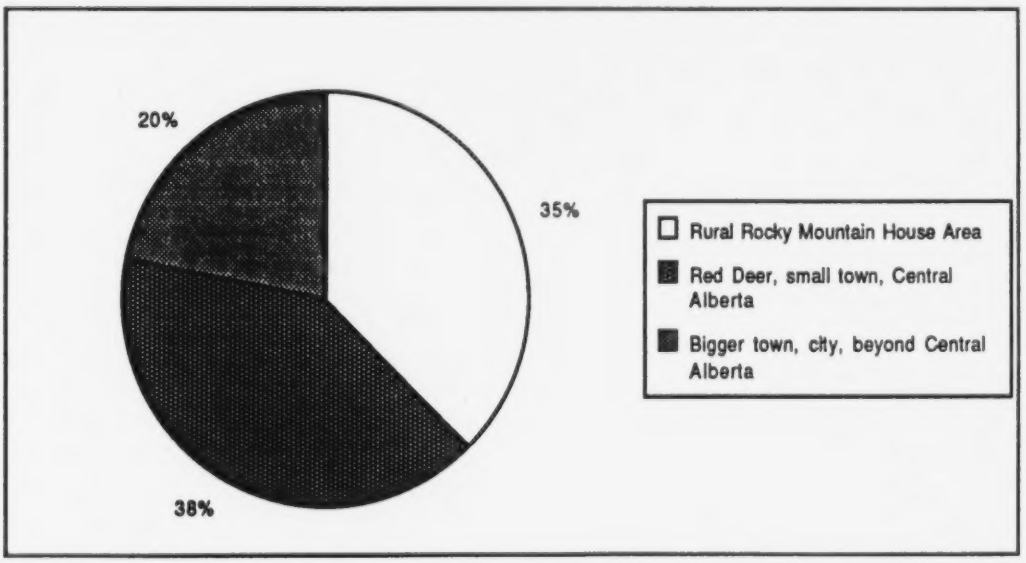


Chart 3-25
Where Students Live: Actual



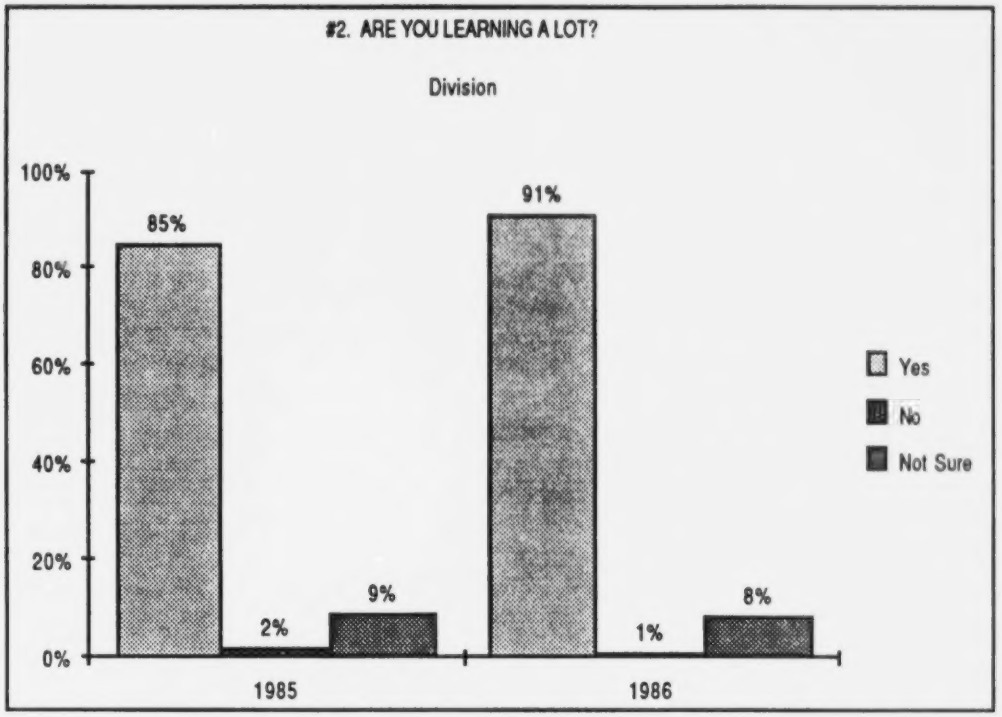
3.3 Student Attitudes

Students will develop positive self-images which will be characterized by positive attitudes towards self, others, the school and education.

3.3.1 Attitude Survey

The final report of the Attitude Survey conducted in RMSD for the years 1985 and 1986 exists as a separate report. The report presented the data by respondent category, i.e. student 1-3 or parent elementary, with a Division total graph and tabular data by school. Exhibit One shows the Final Report page layout.

EXHIBIT ONE



	1985			1986		
School	Yes	No	Not Sure	Yes	No	Not Sure
Caroline	92	2	6	90	0	10
Rocky	89	2	9	91	1	8
Lochearn	84	1	15	90	1	9
Pioneer	86	0	14			
Leslieville	89	4	7	90	2	8
Condor	90	5	5	97	0	3
Nordegg	75	12	12	86	0	14

Distribution and response rates for each year of the survey are provided in Table 3-19 for the Division total.

Table 3-20 provides the distribution and response rates for supporters; and since the researchers used different approaches each year to increase supporter response, there are indeed differences in the actual number of responses received.

To determine shifts in response to individual questions between 1985, the benchmark year, and 1986, the researchers have prepared a summary of responses which identifies the most positive and least positive responses as well as areas of greatest growth and decline for each respondent category. It should be noted that these "differences" are arbitrary and not statistical. In some categories shifts are very slight, say 3%. If these are the largest, they are noted, while in other categories shifts as high as 46% are noted. All summary results are based on Division totals only. A summary of this nature has not been provided for the Supporters due to the many different categories and sub-categories of questions with rating scales of differing forced choice categories.

It is important that the Report of Rocky Mountain School Division #15 Attitude Survey 1985 and 1986 be referred to for a full examination of results.

Table 3-19
Survey Distribution and Response Rates

Students

	Number of Students Surveyed		Sample Size	
	1985	1986	1985	1986
Grades 1 - 3	691	636	337	306
Grades 4 - 6	719	703	383	371
Grades 7 - 9	781	746	354	343
Grades 10 - 12	733	754	237	238

Parents

	Number of Questionnaires Distributed		Number of Questionnaires Completed		Response Rate (%)	
	1985	1986	1985	1986	1985	1986
Elementary	444	447	276	269	62	60
Junior	324	336	197	178	61	58
Senior	219	229	118	107	54	46

Staff

Principals	10	11	10	9	100	82
Certified School Staff	161	169	146	141	91	83
Secretary/Teacher Aide	35	33	32	31	91	94
Central Administration	-	50	51	41	-	82
Caretakers	19	25	17	21	89	84

Table 3-20
Survey Distribution and Response Rates: Supporters

	Number of Questionnaires Distributed		Number of Questionnaires Completed				Response Rate (%)	
			With Children		Without Children			
	1985	1986	'85	'86	'85	'86	1985	1986
Total	400	714	48	108	39	36	22	19
Municipality								
Caroline	71	114	16		14		22	12
Clearwater	214	300	56		69		26	23
Rocky Mountain House	115	300	15		70		13	23
Total			87		153			

Summary of Results: Rocky Mountain School Division No. 15
Attitude Survey 1985 and 1986

CHAPTER ONE STUDENTS: 1-3	Yes %	No %	Not Sure %
Most Positive Responses			
2. Are you learning a lot?	91	1	8
5. Do you like your Principal?	89	0	11
8. Do you have fun at recess?	88	6	6
Least Positive Responses			
7. Are the other children nice?	58	9	32
13. Is your school kept clean?	63	11	25

	1985 %	1986 %	Diff. %
Areas of Greatest Growth			
2. Are you learning a lot?	85	91	+6
4. Are the people in the office nice?	74	86	+12
5. Do you like your Principal?	79	89	+10
6. Are the school rules fair?	71	79	+8
10. Does homework help you learn more?	67	75	+8
12. Do you like to use the library in your school?	77	84	+7
13. Is your school kept clean?	56	63	+7
Areas of Greatest Decline			
3. Do you like your teacher?	90	87	-3
9. Do you like your school playground?	79	74	-5

***Where responses referred to one individual's job title the response has been eliminated from this summary due to the confidential nature of that information.**

CHAPTER TWO STUDENTS 4-6	Yes %	No %	Not Sure %
Most Positive Responses			
4. Are the people in the office friendly and helpful?	80	4	16
9. Do you have fun at recess?	81	10	9
Least Positive Responses			
6. Do you feel the school rules are fair?	49	22	29
8. Are the other children at school nice?	42	15	41
12. Does your homework help you learn more?	47	32	21
16. Do you like going to school?	45	31	23
18. Do you find your school work interesting?	48	23	29

	1985 %	1986 %	Diff. %
Areas of Greatest Growth			
12. Does your homework help you learn more?	44	47	+3
14. Do you like using the library or LRC in your school?	68	73	+5
15. Is your school kept clean?	64	68	+4
Areas of Greatest Decline			
1. Do you like your school work?	61	53	-8
7. Are the children made to follow the rules?	70	65	-5
11. Do you like the school playground?	63	54	-9

CHAPTER THREE STUDENTS: 7-9	Yes %	No %	Not Sure %
Most Positive Responses			
3. The emphasis on basic skills?	78	10	11
5. How much you are learning?	80	10	9
29. The number of students in your classes?	81	10	8
Least Positive Responses			
1. The number of option courses open to you?	40	49	11
12. Your counsellor?	44	15	41
13. High school and career planning assistance?	41	21	38
14. The say that you have in school decisions that effect you?	27	46	26
15. The way student discipline is handled?	46	37	17
21. Opportunity to get into the classes that you would like?	47	35	18
27. The interest that your teachers have in you?	47	24	29

	1985 %	1986 %	Diff. %
Areas of Greatest Growth			
3. The emphasis on basic skills?	71	78	+7
9. Your assistant principal?	60	69	+9
12. Your counsellor?	30	44	+14
16. The behavior of other students in the class?	52	62	+10
22. Lunch arrangements?	58	64	+6
28. Your chances for succeeding in your courses?	66	72	+6
31. The services of the library or the LRC?	60	69	+9
Areas of Greatest Decline			
1. The number of option courses open to you?	51	40	-11
23. The extracurricular program?	69	64	-5
27. The interest that your teachers have in you?	54	47	-7

CHAPTER FOUR
STUDENTS: 10-12

		Yes %	No %	Not Sure %
Most Positive Responses				
3.	The emphasis on basic skills?	84	9	6
10.	The office staff?	86	5	9
19.	The way other students treat you?	90	5	5
28.	The number of pupils in your classes?	84	12	3
33.	Organization of the school year?	82	12	6
Least Positive Responses				
1.	The number of option courses open to you?	39	51	9
12.	Your counsellors?	36	32	31
13.	Further education and/or career planning assistance?	36	42	21
14.	The say that you have in school decisions that affect you?	33	46	20

		1985 %	1986 %	Diff. %
Areas of Greatest Growth				
2.	The usefulness of your courses?	56	68	+10
4.	Your homework assignments?	57	64	+7
6.	How your marks in the courses are determined?	40	56	+16
11.	Your teachers?	62	73	+11
15.	The way student discipline is handled?	48	63	+15
16.	The behavior of other students in the class?	65	76	+11
18.	School rules and regulations?	56	65	+9
20.	How attendance problems are handled?	48	55	+7
28.	The number of pupils in your classes?	70	84	+14
Areas of Greatest Decline				
9.	Your vice principal(s)?	76	70	-6
12.	Your counsellors?	44	36	-8
13.	Further education and/or career planning assistance?	50	36	-14
24.	The school buildings, grounds and equipment?	52	47	-5
25.	Help in planning your high school program?	59	50	-9

CHAPTER FIVE ELEMENTARY PARENTS	Yes %	No %	Not Sure %
Most Positive Responses			
1b. Are you satisfied with the mathematics program?	90	4	2
1c. Are you satisfied with the science program?	91	1	3
1d. Are you satisfied with the social studies program?	90	3	2
6. Do you feel welcome at the school?	93	2	3
15. Are you satisfied with the library services at your child's school?	91	2	4
Least Positive Responses			
4. Does the Division use its money in a reasonable manner?	46	9	17
5e. Are you satisfied with the Board of Trustees?	41	3	17
9. Are you satisfied with the guidance and counselling services?	46	10	12
18. Should French be introduced as a mandatory second language at Grade 4 rather than optional at Grade 7?	48	32	15

	1985 %	1986 %	Diff. %
Areas of Greatest Growth			
1d. Are you satisfied with the Social Studies program?	84	90	+6
1f. Are you satisfied with the second languages program?	18	25	+7
18. Should French be introduced as a mandatory second language at Grade 4 rather than optional at Grade 7?	42	48	+6
Areas of Greatest Decline			
1g. Are you satisfied with the fine arts program?	78	67	-11
5b. Are you satisfied with the school Principal?	85	78	-6
5e. Are you satisfied with the Board of Trustees?	47	41	-6
7. Do you feel you have an adequate voice in school decisions affecting your child?	67	61	-6
10. Are you satisfied with the extra-curricular programs?	81	75	-6

CHAPTER SIX
JUNIOR PARENTS

		Yes %	No %	Not Sure %
Most Positive Responses				
1c.	Are you satisfied with the science program?	87	7	3
1d.	Are you satisfied with the social studies program?	85	6	4
16.	Are you satisfied with the cleanliness of your child's school?	88	4	4
Least Positive Responses				
1j.	Are you satisfied with the Group "B" programs?	38	7	6
4.	Does the Division use its money in a reasonable manner?	47	10	21
9.	Are you satisfied with the guidance and counselling services at the school?	41	19	19
18.	Are you satisfied with the assistance provided in planning for high school and career?	29	24	25

		1985 %	1986 %	Diff. %
Areas of Greatest Growth				
1ai.	Are you satisfied with the Language Arts/English program?	66	75	+9
1d.	Are you satisfied with the Social Studies program?	77	85	+8
14.	Do you feel that your child's school experiences are consistent with the values taught in your home?	54	62	+8
19.	Should French be introduced as a mandatory second language at the Grade 4 level rather than optional at Grade 7?	46	53	+7
Areas of Greatest Decline				
1i.	Are you satisfied with the I.A./Home Ec. program?	71	62	-9
1j.	Are you satisfied with the group "B" options?	52	38	-14
5b.	Are you satisfied with the school Principal?	80	69	-11
18.	Are you satisfied with the assistance provided by the school to you and your child in planning for high school and career?	45	29	-16

CHAPTER SEVEN
SENIOR PARENTS

		Yes %	No %	Not Sure %
Most Positive Responses				
6.	Do you feel welcome at the school?	83	8	8
16.	Are you satisfied with the cleanliness of your child's school?	90	3	5
21.	Do you feel that the length of your child's class periods is appropriate?	91	3	3
Least Positive Responses				
7.	Do you feel you have an adequate voice in school decisions affecting your child?	46	36	11
9.	Are you satisfied with the guidance and counselling services?	38	32	21
18.	Are you satisfied with the assistance provided by the school to you and your child in planning for high school and career?	39	38	20
22.	Should French be introduced as a mandatory second language at the Grade 4 level rather than optional at Grade 7?	43	34	16
23.	Do you feel that drug and alcohol usage is a problem at your child's school?	38	39	7

		1985 %	1986 %	Diff. %
Areas of Greatest Growth				
13.	Do you feel that the number of pupils in your child's classes is appropriate?	62	72	+10
16.	Are you satisfied with the cleanliness of your child's school?	85	90	+5
21.	Do you feel that the length of your child's class periods is appropriate?	83	91	+8
Areas of Greatest Decline				
1g.	Are you satisfied with the Fine Arts program?	46	36	-10
1j.	Are you satisfied with the I.A./Home Ec. program?	56	40	-16
5b.	Are you satisfied with the School Principal?	72	60	-12
11.	Are you satisfied with the way attendance is handled?	73	63	-10
12.	Do you feel the non-teaching employees at the school are helpful and friendly?	86	76	-10
19.	Are you satisfied with the number of course choices open to your child?	64	53	-11

CHAPTER NINE
PRINCIPALS

		Yes %	No %	Un-decided %
Most Positive Responses				
2.	Is there good communication in your school?	100	0	0
3.	Are equipment,materials and supplies satisfactory?	100	0	0
5.	Do you have adequate influence over school level decisions that affect you and your job?	100	0	0
15.	Is Rocky Mountain School Division a good place to work?	100	0	0
16.	Is your school a good place to work?	100	0	0
19.	Is the number of pupils in classes you teach appropriate?	100	0	0
Least Positive Responses				
11.	Is the School Division consistently implementing its goals, policies and philosophies?	56	22	22
13d.	Do you respect and have confidence in Board of Trustees?	56	22	22
14.	Are promotion procedures for staff fair and reasonable?	44	11	33

		1985 % Yes	1986 % Yes	Diff. %
Areas of Greatest Growth				
1.	Is there good communication throughout the School Division?	60	78	+18
4.	Do you have adequate influence over Division level decisions that affect you and your job?	60	78	+18
6b.	Do you get support when needed from the Secretary Treasurer?	30	44	+14
7.	Do you get recognition and appreciation for your performance?	60	78	+18
10.	Is the School Division communicating goals, policies and philosophies clearly?	60	78	+18
Areas of Greatest Decline				
8.	Are your assigned responsibilities fair and reasonable?	100	78	-22
11.	Is the School Division consistently implementing its goals, policies and philosphies?	70	56	-14
13d.	Do you respect and have confidence in the Board of Trustees?	100	56	-44
14.	Are promotion procedures for staff fair and reasonable?	90	44	-46
18.	Are supporting services provided by Central Administration in the non-instructional area satisfactory?	100	78	-22

CHAPTER TEN CERTIFIED SCHOOL STAFF	Yes %	No %	Un-decided %
Most Positive Responses			
8. Are your assigned responsibilities fair and reasonable?	87	7	5
15. Is Rocky Mountain School Division a good place to work?	87	4	8
16. Is your school a good place to work?	90	2	5
Least Positive Responses			
1. Do you feel there is good communication throughout the School Division?	30	43	19
4. Do you have influence over Division level decisions that affect you and your job?	21	51	22
6e. Do you get support from the Board of Trustees?	22	25	26
11. Is the School Division consistently implementing goals, policies and philosophies?	30	23	36
13d. Do you respect and have confidence in the Board of Trustees?	29	24	28

	1985 % Yes	1986 % Yes	Diff. %
Areas of Greatest Growth			
6a. Do you get support from your Principal?	69	84	+15
13a. Do you respect and have confidence in your Principal?	64	78	+14
Areas of Greatest Decline			
1. Do you feel there is good communication throughout the School Division?	54	30	-24
6e. Do you get support from the Board of Trustees?	39	22	-17
9. Is the School Division compensating you fairly?	74	60	-14
12. Are school Division's goals, philosophies and practices consistent with your personal goals?	60	45	-15
13d. Do you respect and have confidence in the Board of Trustees?	50	29	-21

CHAPTER ELEVEN SECRETARIAL/TEACHER AIDE	Yes %	No %	Un-decided %
Most Positive Responses			
6a. Do you get support when needed from your Principal?	90	3	6
8. Are your assigned responsibilities fair and reasonable?	90	6	3
15. Is Rocky Mountain School Division a good place to work?	94	3	3
Least Positive Responses			
1. Do you feel there is good communication throughout the School Division?	32	26	35
4. Do you have influence over Division level decisions affecting you and your job?	16	55	13
6d. Do you get support when needed from the Board of Trustees?	23	13	39
11. Is the School Division consistently implementing goals, policies and philosophies?	29	13	32
12. Are School Division's goals, philosophies and practices consistent with your personal goals?	23 32	32 6	29 35
13e. Do you respect and have confidence in the Board of Trustees?	23	16	16
14. Are promotion procedures for staff fair and reasonable?			

	1985 % Yes	1986 % Yes	Diff. %
Areas of Greatest Growth			
5. Do you have influence over school level decisions that affect you and your job?	53	65	+12
19. Is the cleanliness of your school satisfactory?	75	81	+6
Areas of Greatest Decline			
4. Do you have influence over Division level decisions affecting you and your job?	25	16	-9
6d. Do you get support when needed from the Board of Trustees?	41	23	-18
12. Are School Division's goals, philosophies and practices consistent with your personal goals?	41	23	-18
13a. Do you respect and have confidence in your Principal?	97	84	-13
13e. Do you respect and have confidence in Board of Trustees?	50	32	-18
16. Is your school a good place to work?	97	87	-10
17. Are supporting services provided by Central Administration in the instructional area satisfactory?	63	48	-15

CHAPTER TWELVE
CENTRAL ADMINISTRATION

		Yes %	No %	Un-decided %
Most Positive Responses				
3.	Are you satisfied with the equipment, materials and supplies you are provided?	95	0	2
6a.	Do you get support from your Supervisor?	93	0	0
8.	Are your assigned responsibilities fair and reasonable?	95	0	5
15.	Is Rocky Mountain School Division a good place to work?	95	0	5
Least Positive Responses				
11.	Is the School Division consistently implementing its goals, policies and philosophies?	41	7	34
14.	Are promotion procedures for staff fair and reasonable?	46	15	15

		1985 % Yes	1986 % Yes	Diff. %
Areas of Greatest Growth				
7.	Do you get recognition and appreciation for your performances?	61	71	+10
8.	Are your assigned responsibilities fair and reasonable?	86	95	+9
12.	Are School Division's goals, philosophies and practices consistent with your personal goals?	41	49	+8
Areas of Greatest Decline				
4.	Do you have influence over Division level decisions that affect you and your job?	60	51	-9
5.	Do you have influence over decisions in your area that affect you and your job?	80	73	-7
11.	Is the School Division consistently implementing its goals, policies and philosophies?	55	41	-14

CHAPTER THIRTEEN
CARETAKERS

		Yes %	No %	Un-decided %
Most Positive Responses				
13a.	Do you respect and have confidence in your Principal?	86	0	10
15.	Is Rocky Mountain School Division a good place to work?	100	0	0
16.	Is your school a good place to work?	100	0	0
Least Positive Responses				
4.	Do you have influence over Division level decisions that affect you and your job?	29	29	29
6e.	Do you get support when needed from the Board of Trustees?	33	10	14
11.	Is the School Division consistently implementing goals, policies and philosophies?	33	10	19
12.	Are School Division's goals, philosophies and practices consistent with your personal goals?	33	24	24
13e.	Do you respect and have confidence in the Board of Trustees?	38	10	14

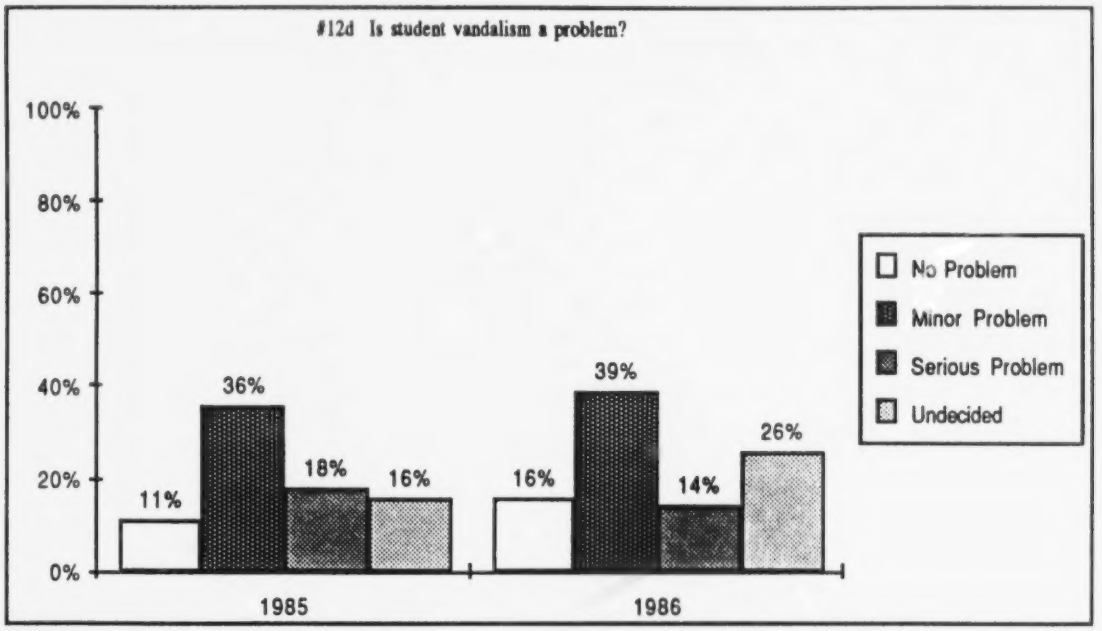
		1985 % Yes	1986 % Yes	Diff. %
Areas of Greatest Growth				
2.	Do you feel there is good communication in your School?	59	71	+12
4.	Do you have influence over Division level decisions that affect you and your job?	18	29	+11
5.	Do you have influence over school decisions that affect you and your job?	47	62	+15
8.	Are your assigned responsibilities fair and reasonable?	65	76	+11
10.	Is the School Division communicating goals, policies and philosophies clearly?	47	57	+10
13a.	Do you respect and have confidence in your Principal?	76	86	+10
14.	Are promotion procedures for staff fair and reasonable?	30	52	+22
15.	Is Rocky Mountain School Division a good place to work?	76	100	+24
16.	Is your school a good place to work?	82	100	+18
19.	Is the cleanliness of your school satisfactory?	65	81	+16
Areas of Greatest Decline				
3.	Are you satisfied with the equipment, materials and supplies you are given?	100	86	-14
13e.	Do you respect and have confidence in the Board of Trustees?	59	38	-21

3.3.2 Vandalism

The Public's Perception of Vandalism

There were two indicators of vandalism which were examined as part of the system evaluation. The first is the public's perception of vandalism in the Division's schools, be it perceived or real, as reported by those tax payers who dedicated their support to District #15. Supporter response to one question pertaining to vandalism is as follows:

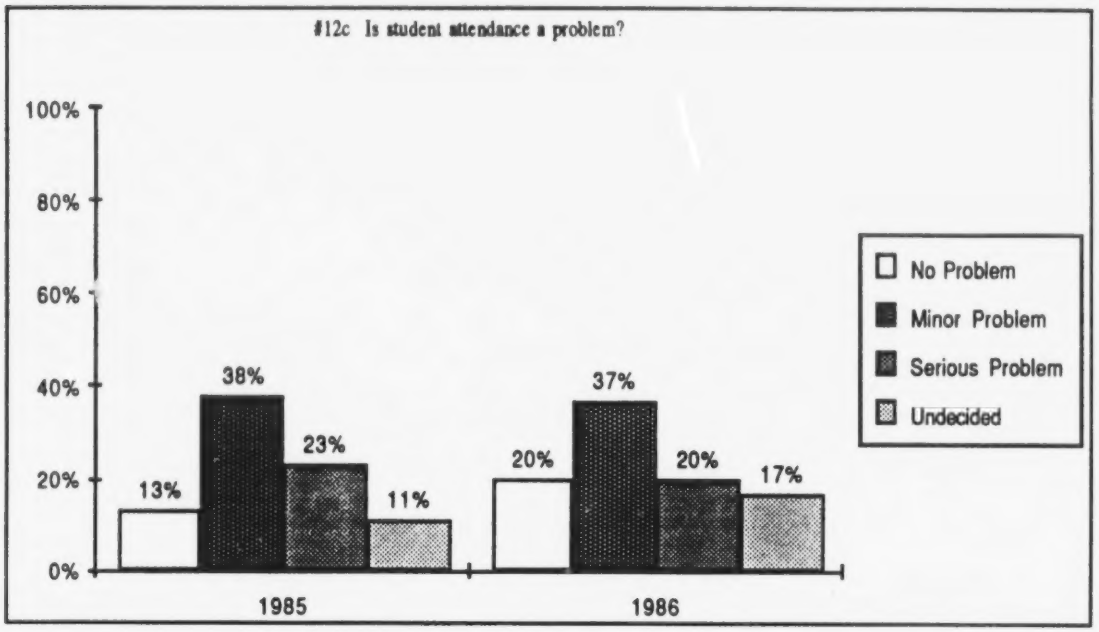
Chart 3-26
Student Vandalism



As one can see the number of respondents who believed that vandalism is not a problem has gone from 11% in 1985 to 16% in 1986. Those who consider it a minor problem have caused that response to rise by 3%, while the perception of vandalism as a serious problem has fallen by 4% . Overall, 26% of respondents were undecided in the 1986 survey, which in itself indicates that vandalism was not perceived as a major problem.

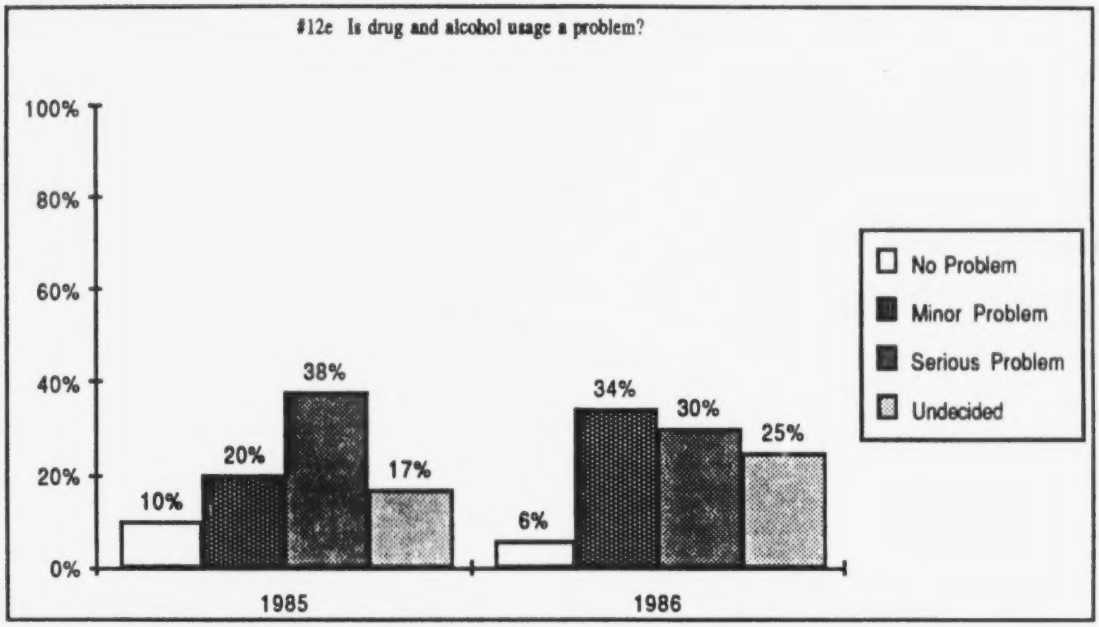
Other problems which could be linked to vandalism are student attendance and alcohol usage. Supporter response to these questions for two years is as follows:

Chart 3-27
Student Attendance



Again we can see that the perception of attendance being a serious problem was falling and again there was a higher undecided response from 1985 to 1986.

Chart 3-28
Drug and Alcohol Usage



Regarding drug and alcohol usage, again the serious problem category dropped by 8%, while the undecided rose by 8%. The fact that 34% consider this a minor problem and 64% a minor or serious problem may indicate that there was some cause for concern.

Vandalism Costs

At least $3,978.45 of vandalism costs were incurred during the period under review [Jan 1985 through Sept. 1986]. This is far from the real total, since in many instances of vandalism, theft or damage a cost estimate was not included on the official Report of Theft, Damage or Vandalism. Only one school consistently provided an estimate of value, replacement or repair.

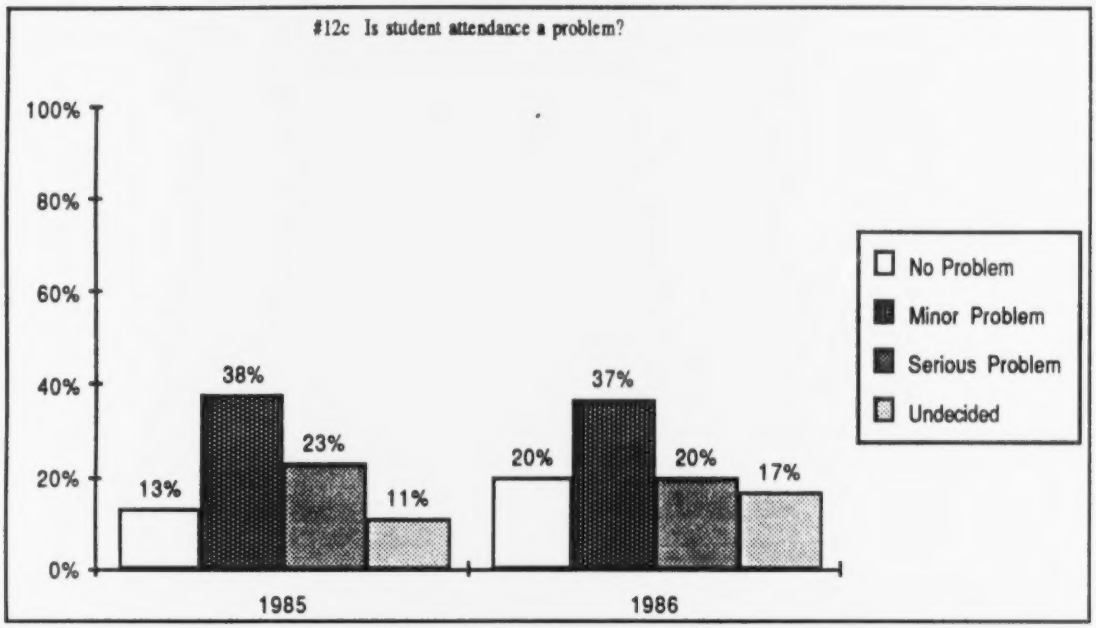
A further consideration of cost is the manpower that is required to correct the damage. Since no estimate of the manpower cost, materials or transportation was included, the true costs are obviously considerably higher.

A final consideration related to the vandalism costs is that some costs are borne by the person causing the damage or by a third party. Thus, a credit to the actual out-of-pocket expenses should be calculated.

3.3.3 Student Attendance and Absence

Supporters were asked their perception of attendance in the School Division. Their response was:

Chart 3-27
Student Attendance



For both years, the supporters' perception of attendance as a problem is average concern. In 1986 the "no problem" response rose by 7%, while the "minor problem" dropped by 1%. When the number of respondents is examined for the two years, (1985 had 87 respondents and 1986 had 153 respondents), the perception of a problem decreased with more respondent information.

Prior to the evaluation the Division Office did not collect attendance data for each school. Since the Steering Committee believed that absence experiences of at least one school could prove useful to the evaluation model, the data for one school was collected. The following charts provide absence rates for that school, grades one to nine, on a month by month basis.

Chart 3-30
ABSENCE RATE - GRADE 1

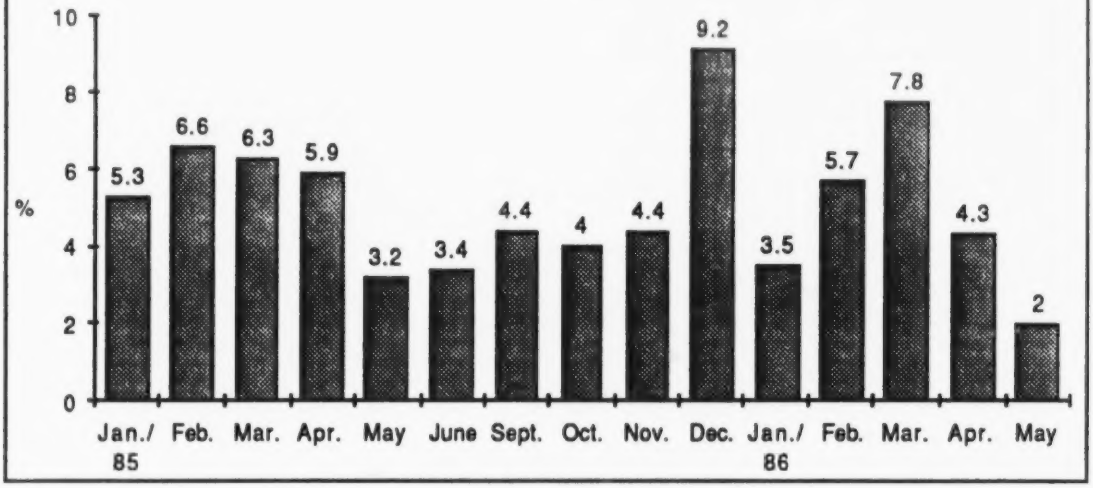


Chart 3-31
ABSENCE RATE - GRADE 2

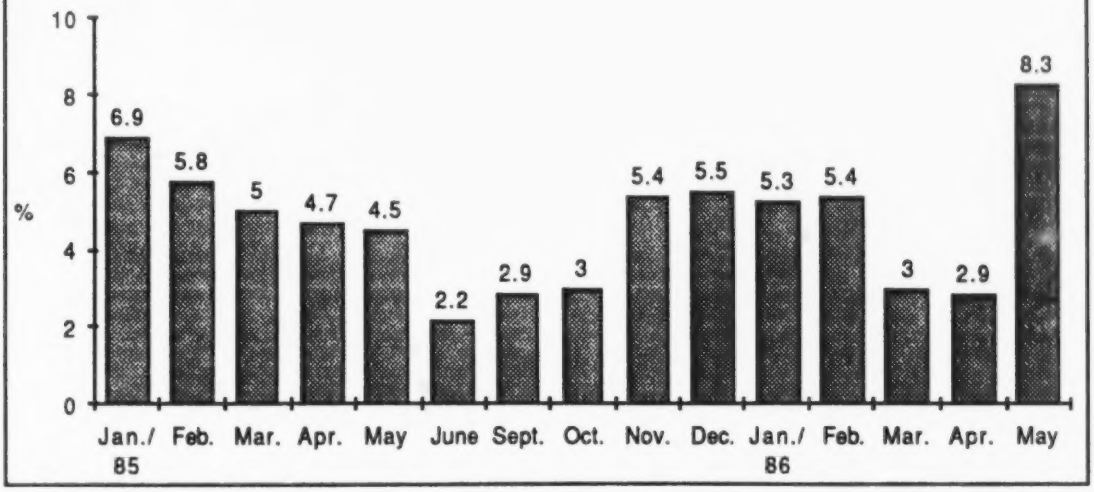


Chart 3-33
ABSENCE RATE - GRADE 3

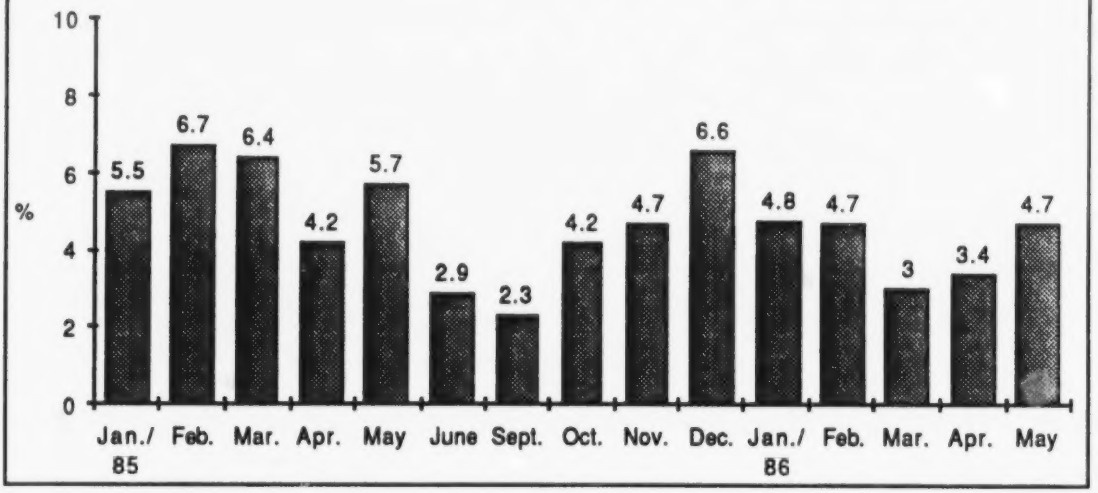


Chart 3-34
ABSENCE RATE - GRADE 4

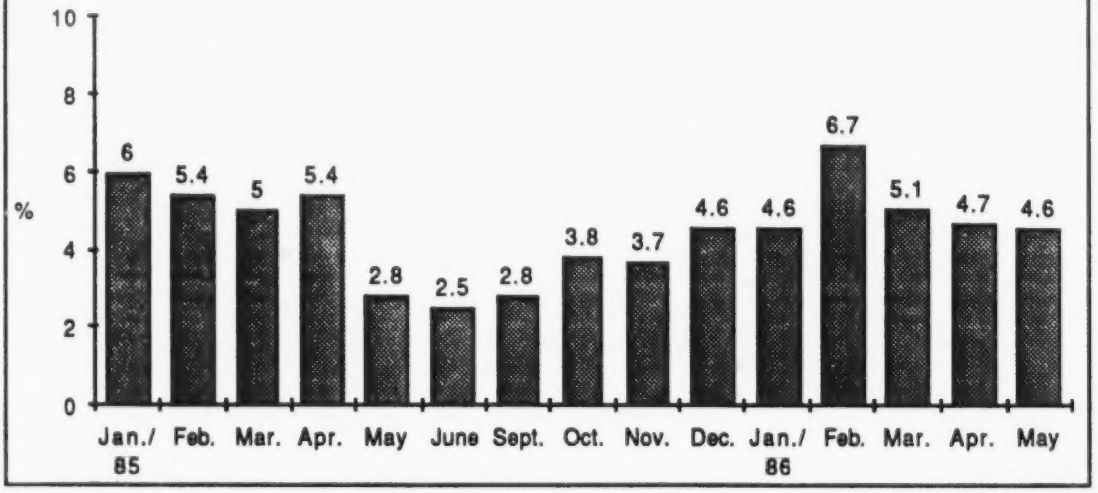


Chart 3-35
ABSENCE RATE - GRADE 5

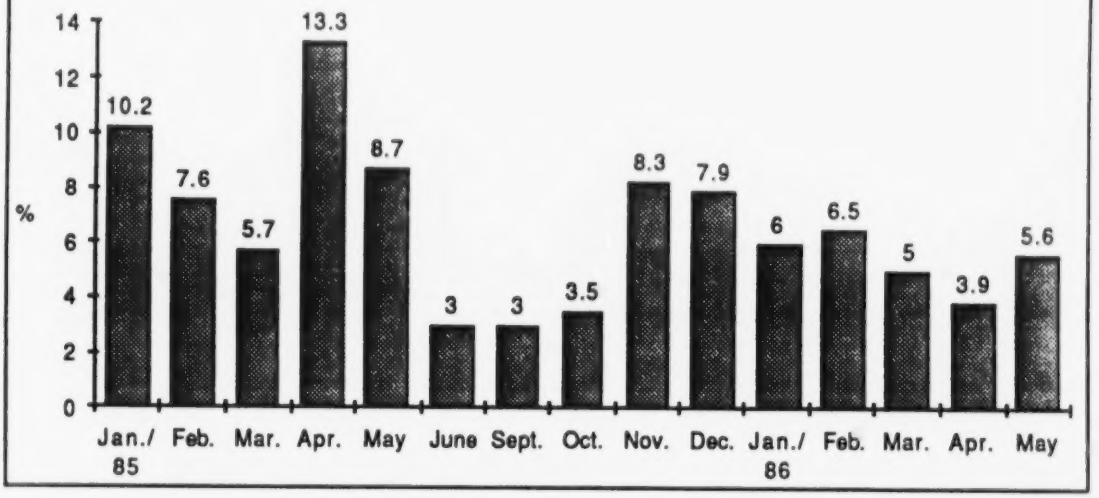


Chart 3-36
ABSENCE RATE - GRADE 6

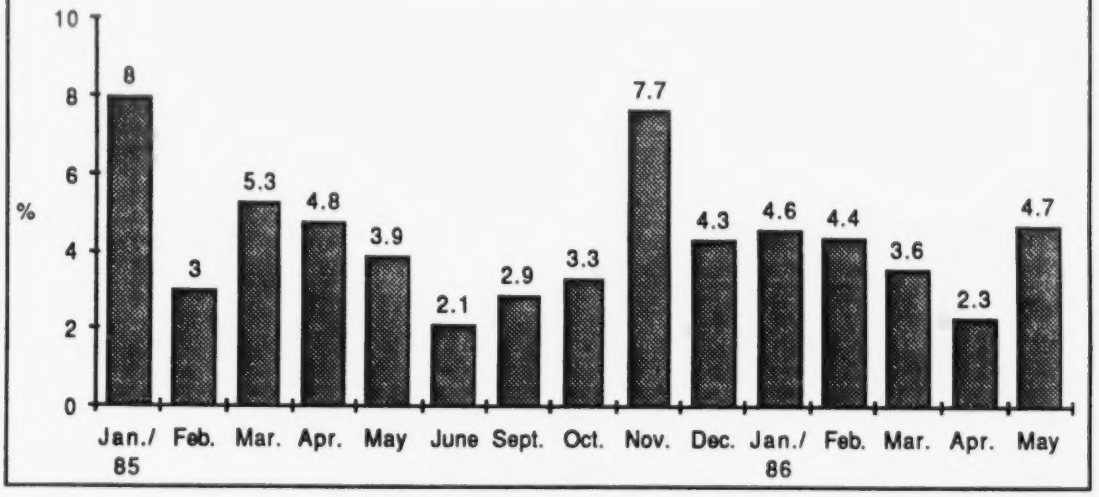


Chart 3-37
ABSENCE RATE - GRADE 7

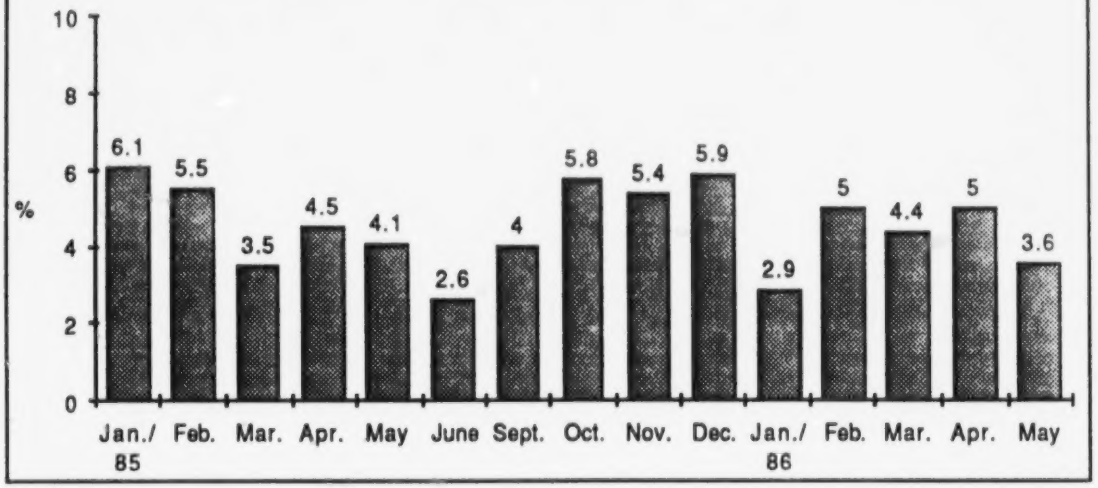


Chart 3-38
ABSENCE RATE - GRADE 8

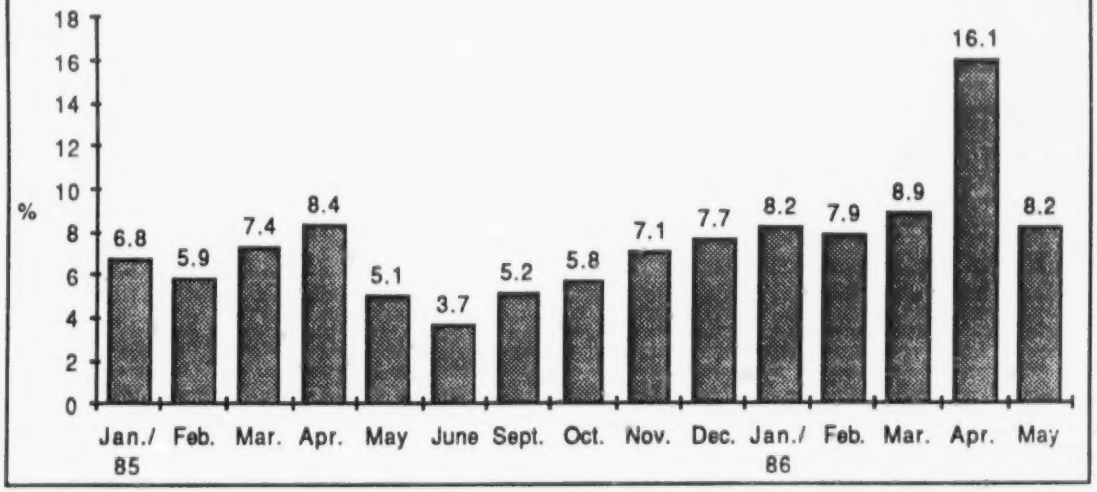
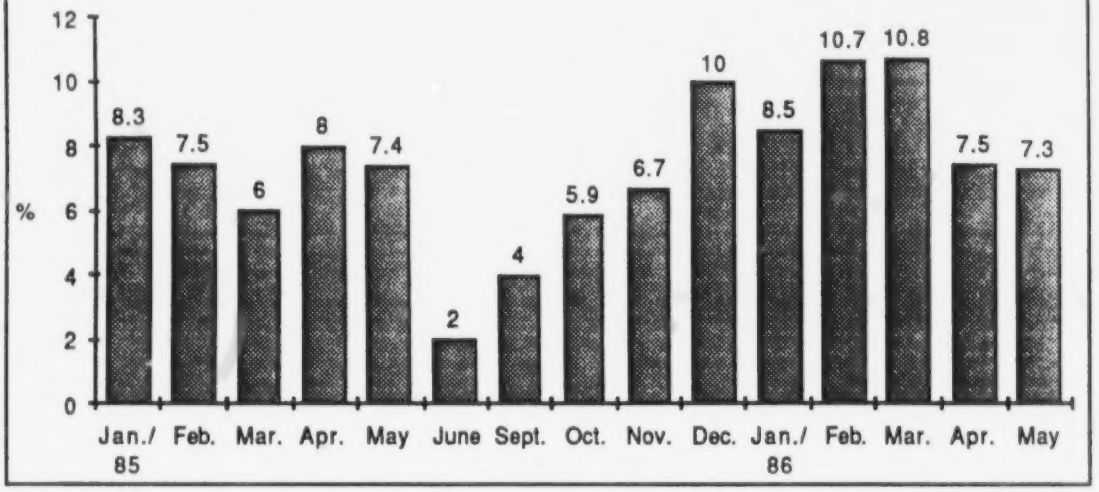


Chart 3-39
ABSENCE RATE - GRADE 9



3.4 Stakeholder Satisfaction

The educational system will be operated to the satisfaction of the major stakeholders: parents, teachers, students and rate payers.

3.4.1 Staff Retention and Turnover Rates

	1984/85	1985/86
RESIGNATIONS	17	13
LEAVES OF ABSENCE	9	12
APPOINTMENTS	20	41

The School Division has a staff complement as follows:

	1984/85	1985/86
Principals	10	9
Certified School Staff	161	160
Caretakers	36	29
Secretarial/Teacher Aides	35	42
Central Administration	15	13
TOTAL	257	253

Staff Turnover Rate

In the 1984/85 school year there were 171 Certified Staff (Principals and School Staff) and 17 resignations as of June, 1985, giving a turnover rate of 9.9%. In the 1985/86 school year there were 169 Certified Staff (Principals and School Staff) and 13 resignations as of June, 1986, giving a turnover rate of 7.6% representing a 2.3% drop.

3.4.2 The Rocky Mountain School Division Attitude Survey 1985 and 1986 also provides information about stakeholder satisfaction, and should therefore be examined in light of this one objective.

3.5 Resource Utilization

The Division will use its available resources to advantage.

The student population for 1985, based on September 30, 1984 enrollments, was 2,930. The total operating cost for RMSD for 1985 was $11,620,457.00, resulting in a $3,966 cost per student year.

Calculation for the 1986 school year is less accurate since figures for the last four months (Sept.-Dec.) are still not available. We have pro-rated the actual budget to August, 1986, which was $7,805,513.39 to the whole year, resulting in an expected total operating cost of $11,808,622. When September 1985 enrollment figures are applied to this cost, we find the cost per student year for 1986 is likely to be close to $4,159.00.

Year	Enrollments		Operating Budget	Cost per Student/Year
1985	Sept/84	2,930	$11,620,457.00	$3,966.00
1986	Sept/85	2,839	$11,808,622.00*	$4,159.00

*pro-rated

Also relevant to resource utilization are a number of questions to Supporters as part of the Attitude Survey. It should be noted that the sample of Supporters was very small due to very low response rates for both 1985 and 1986. This is the best information that we have about the attitudes of Supporters relative to financial options, and is therefore useful. Caution should be taken in generalizing these responses to the entire population of tax paying school Supporters. All of those questions are reported here.

Chart 3-41

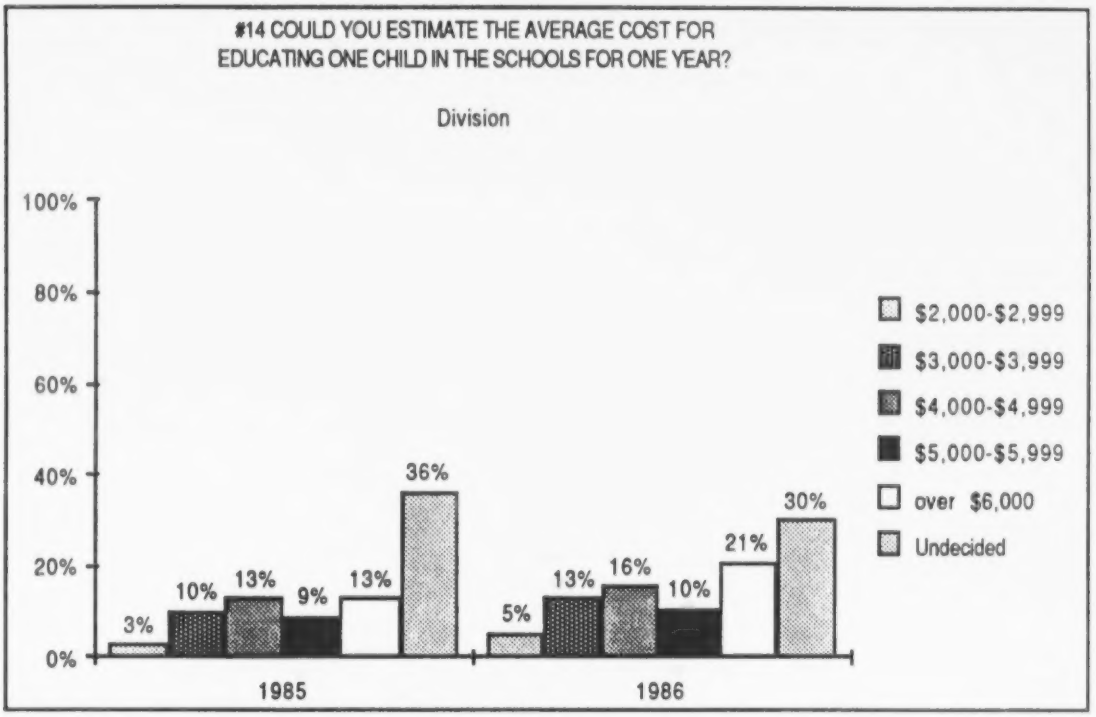


Chart 3-42

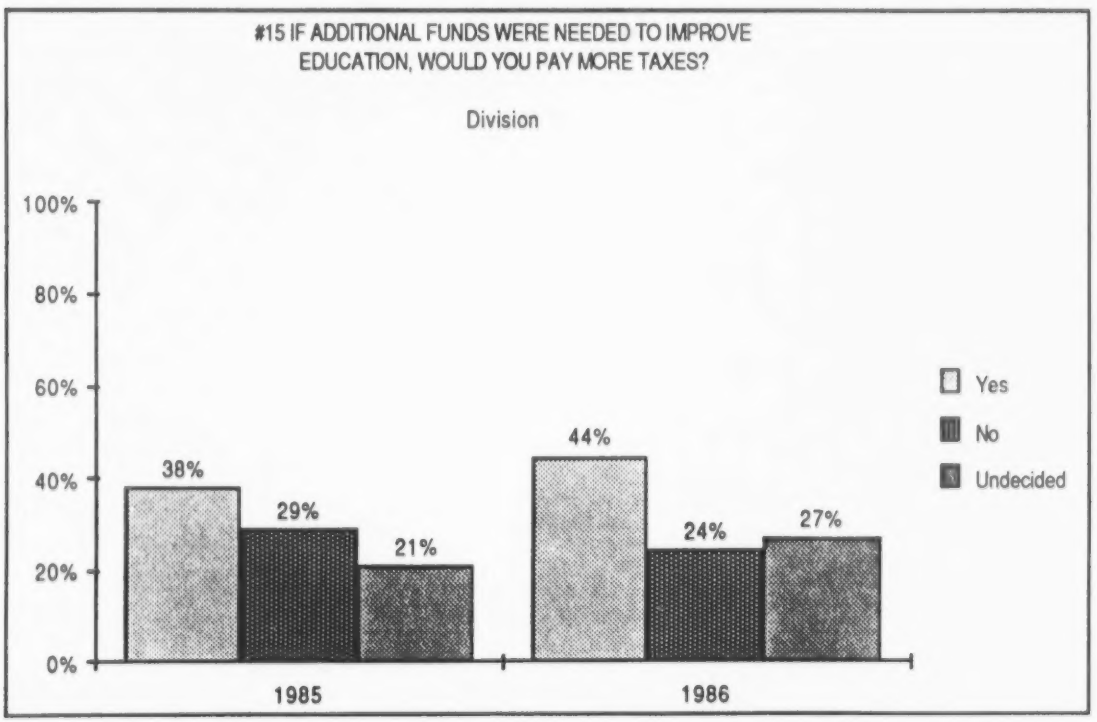


Chart 3-43

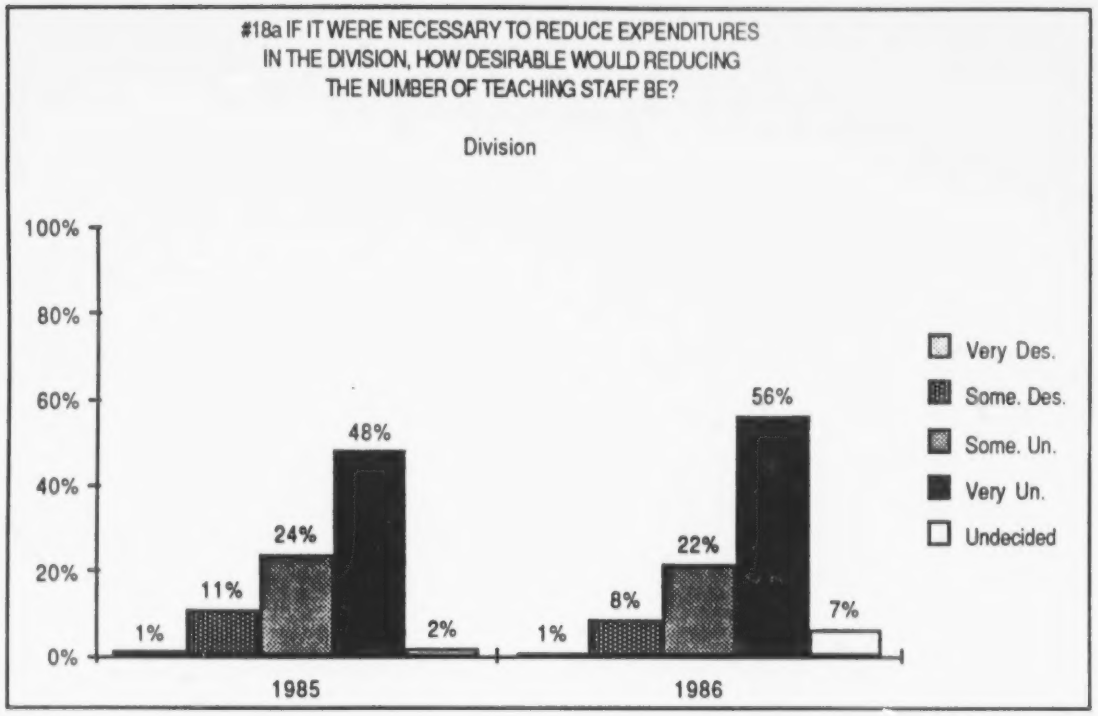


Chart 3-44

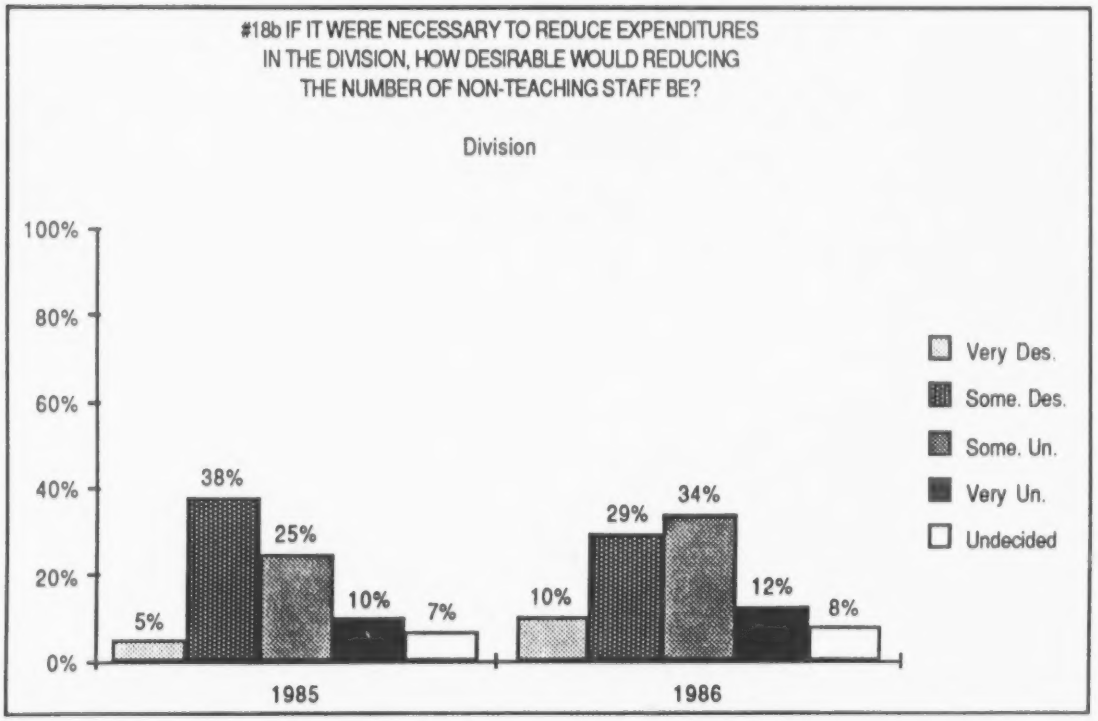


Chart 3-45

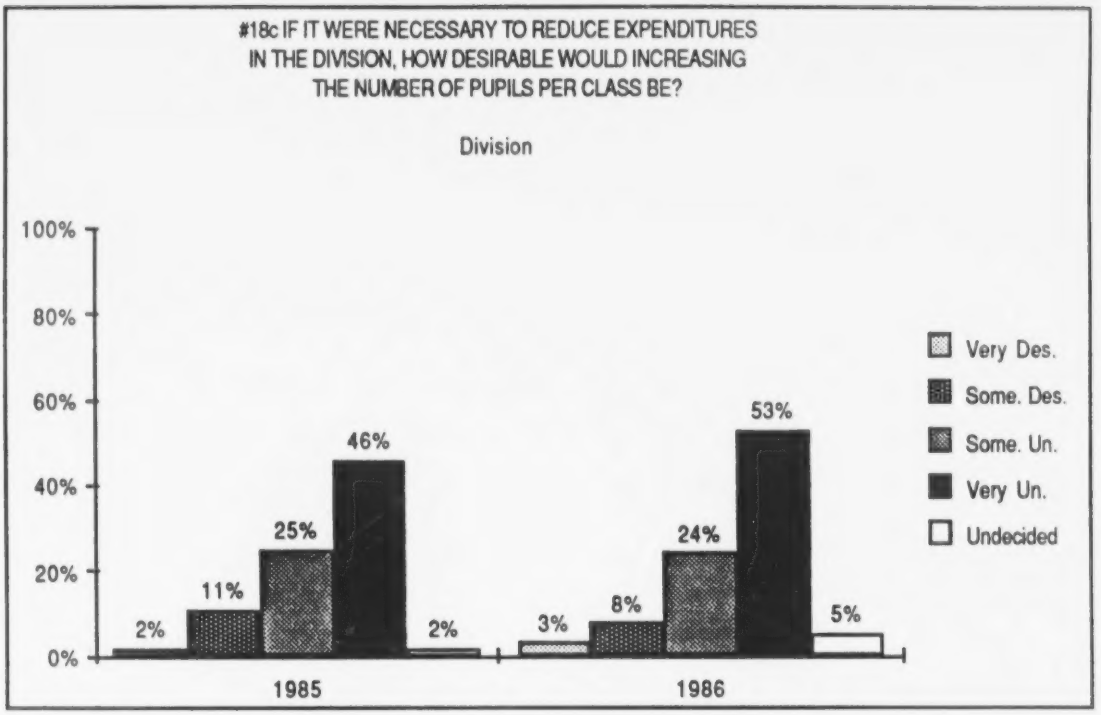


Chart 3-46

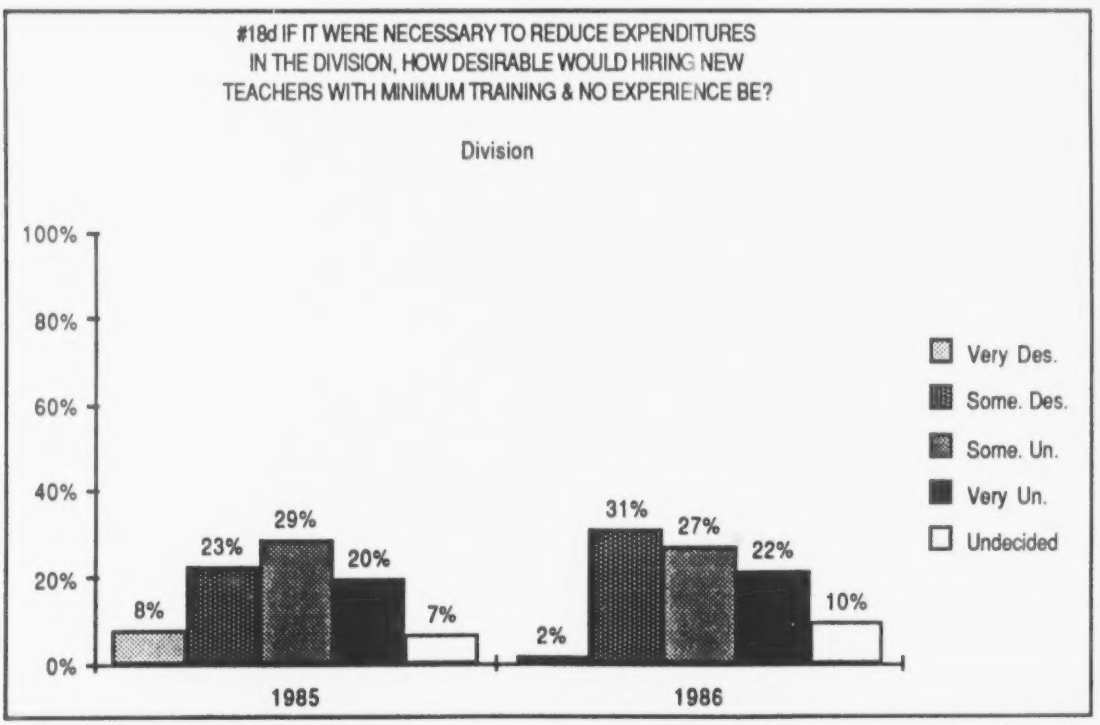


Chart 3-47

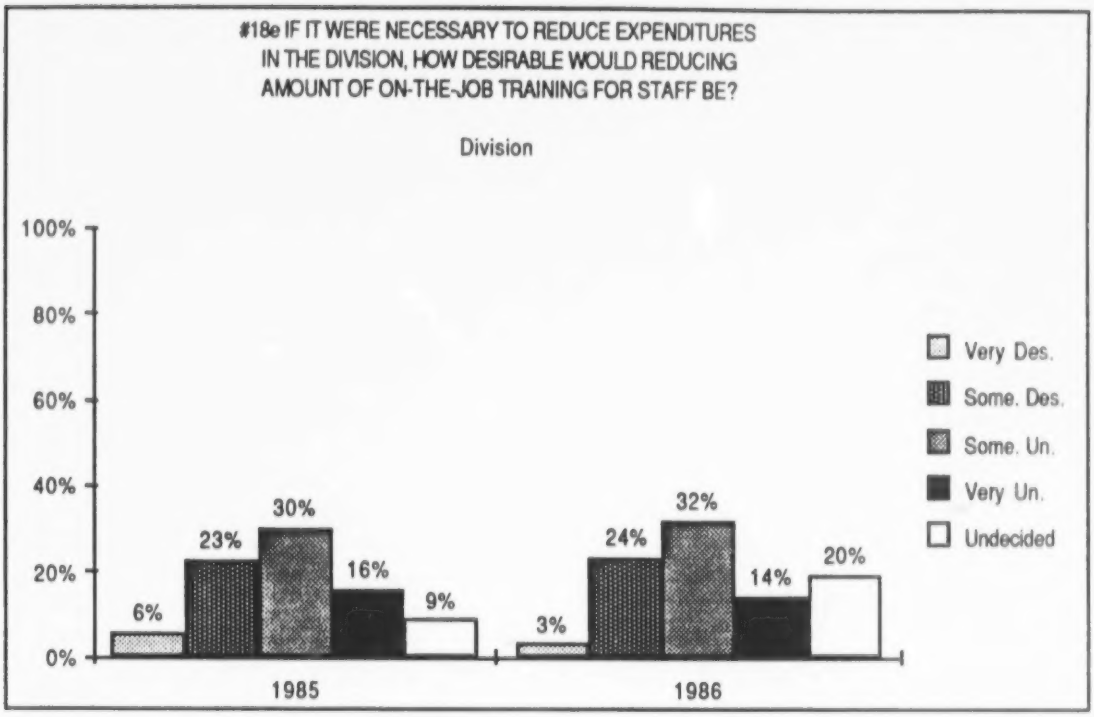
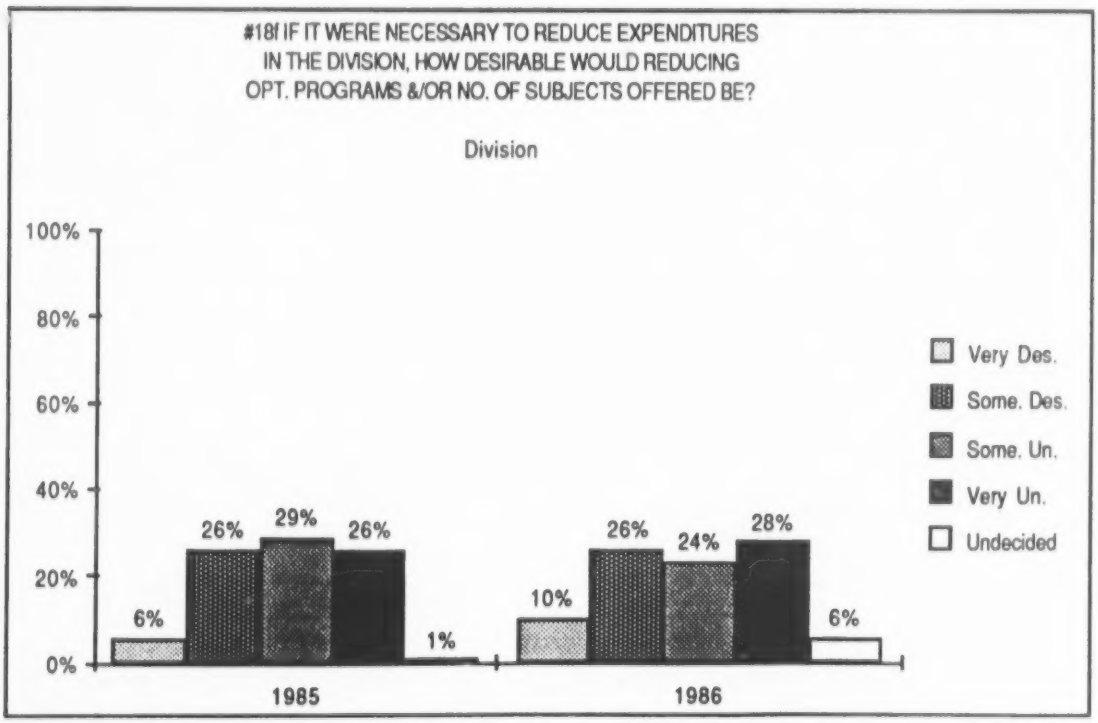


Chart 3-48



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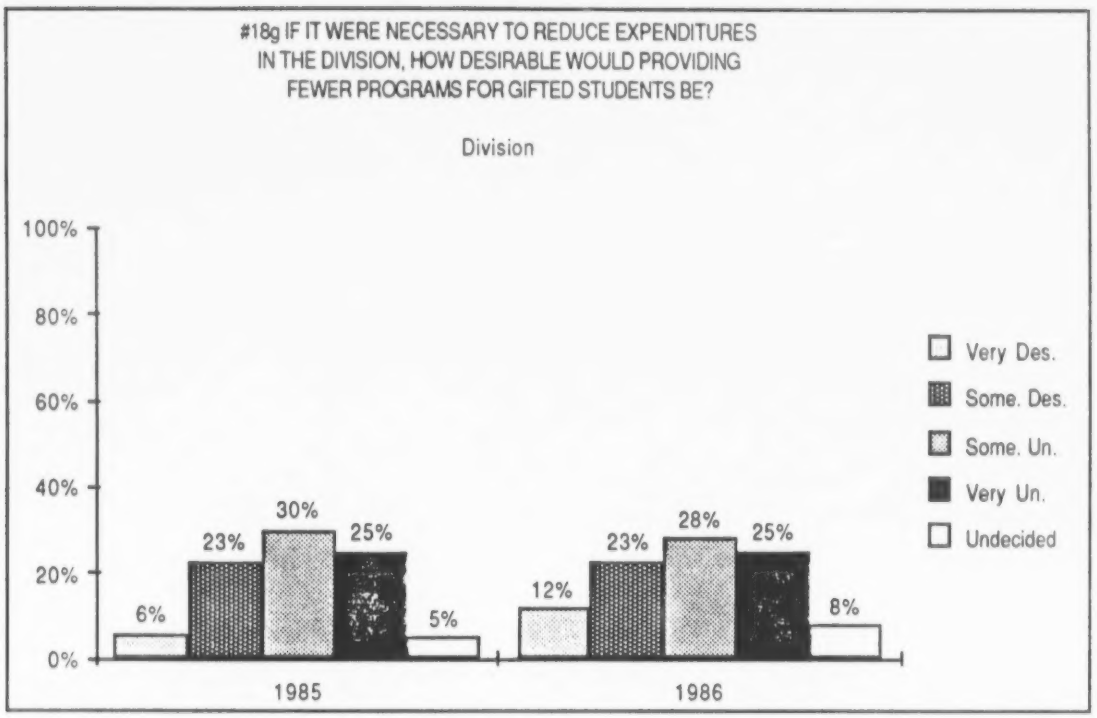


Chart 3-50

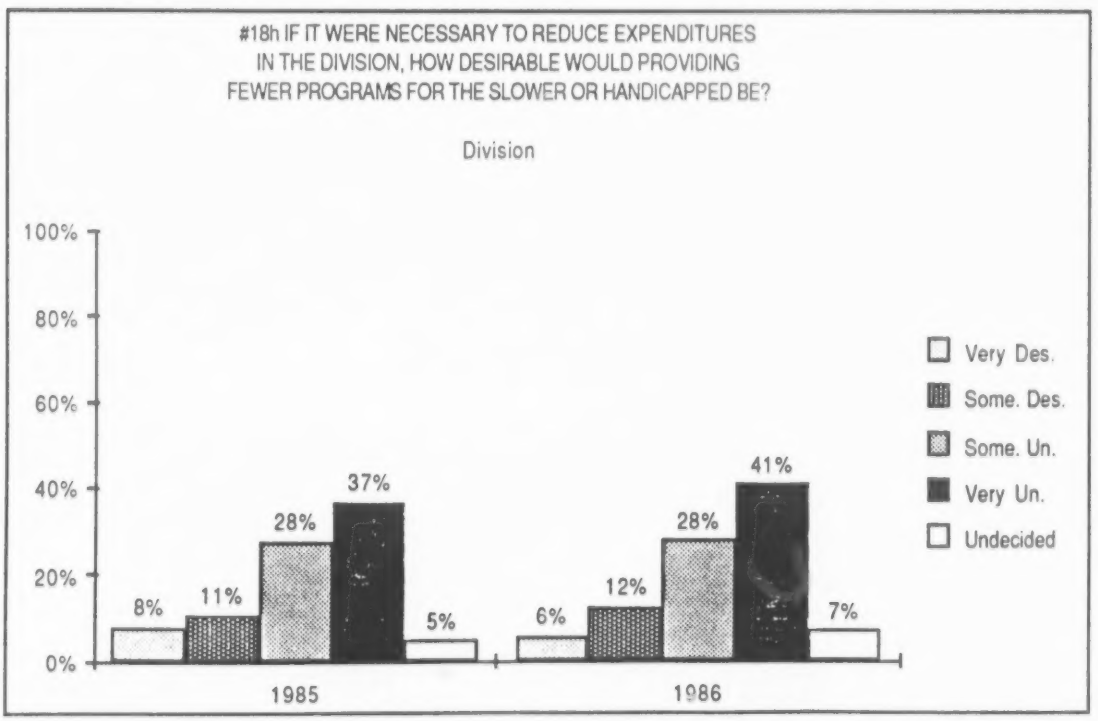


Chart 3-51

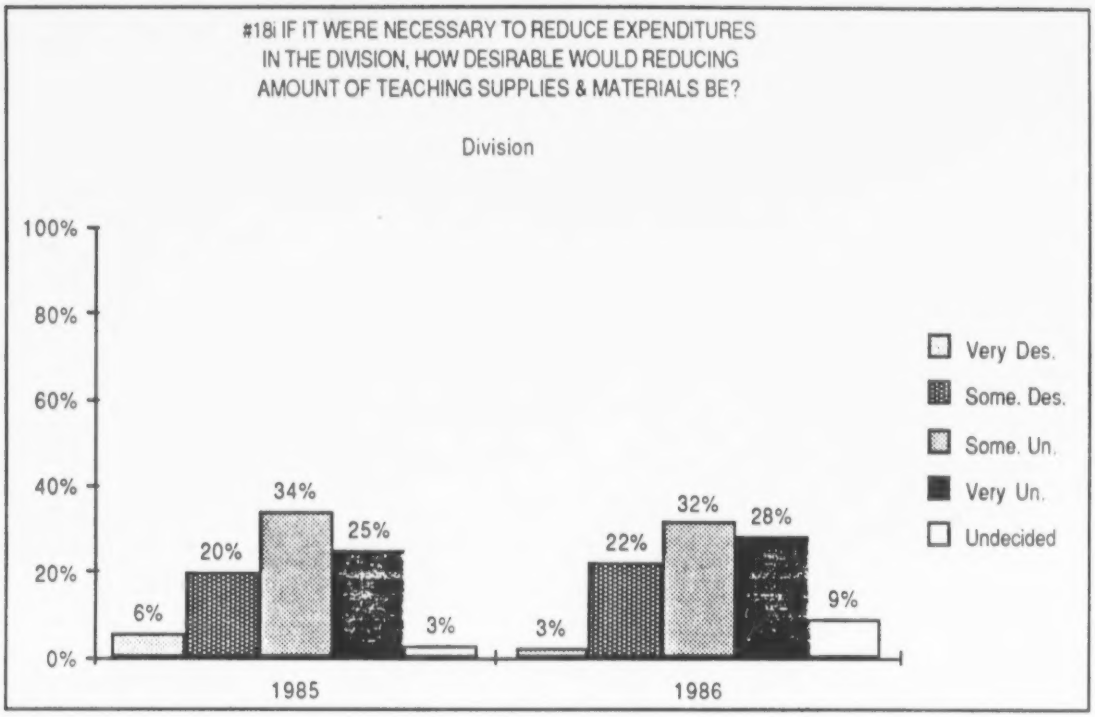


Chart 3-52

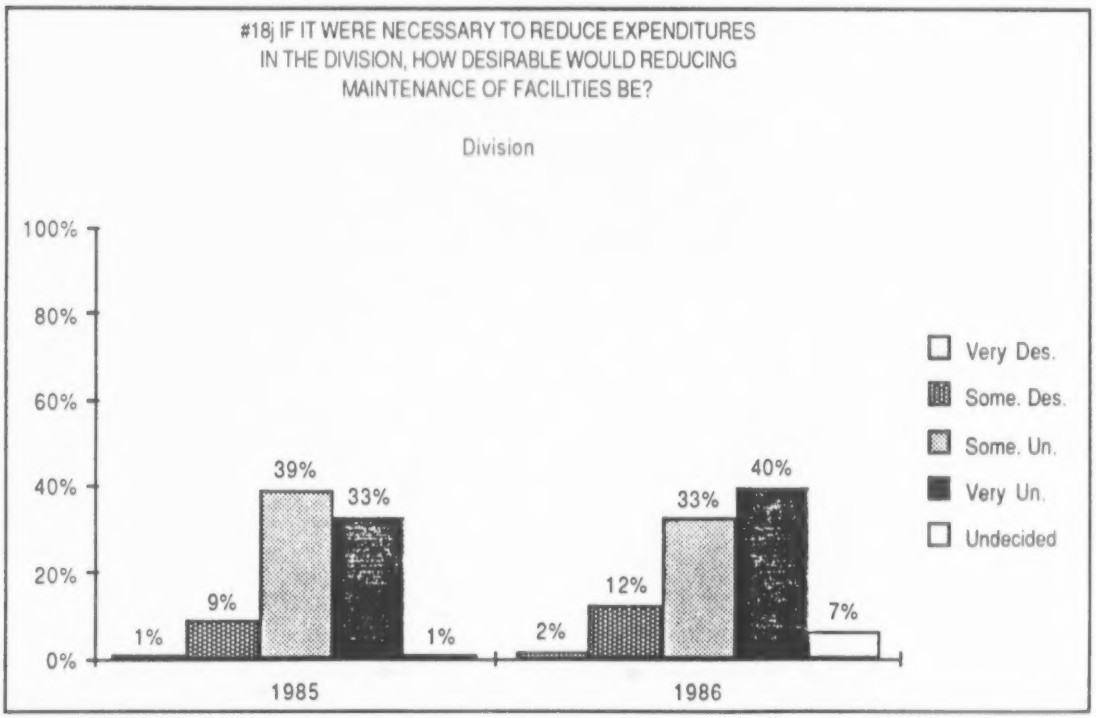


Chart 3-53

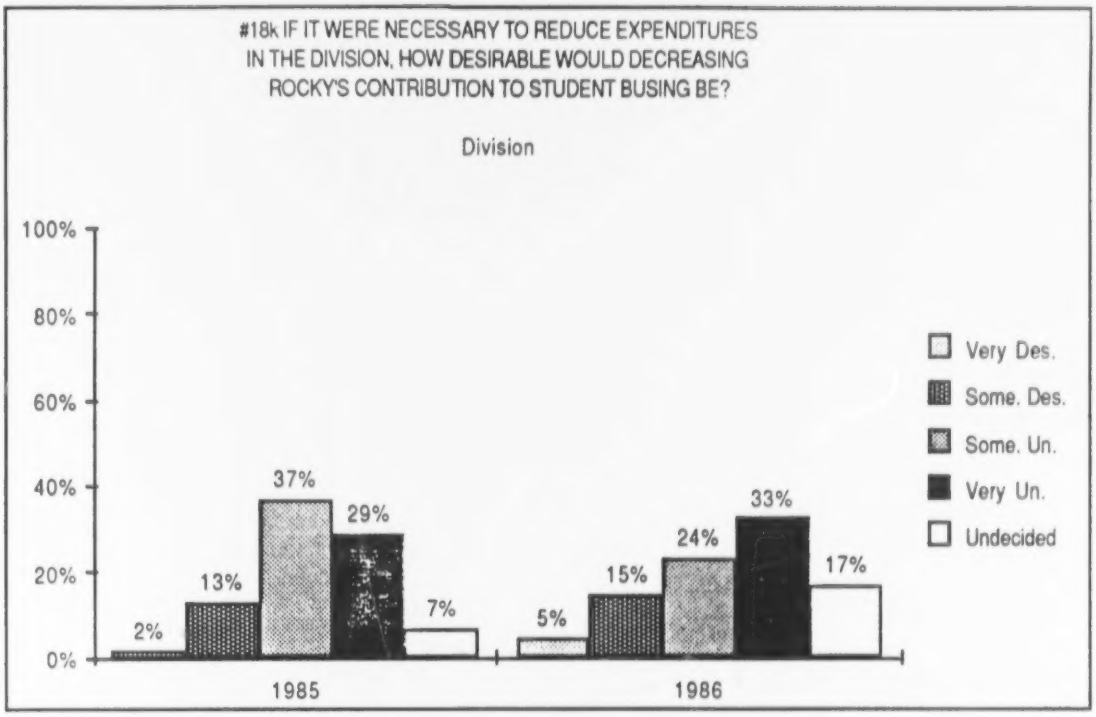


Chart 3-54

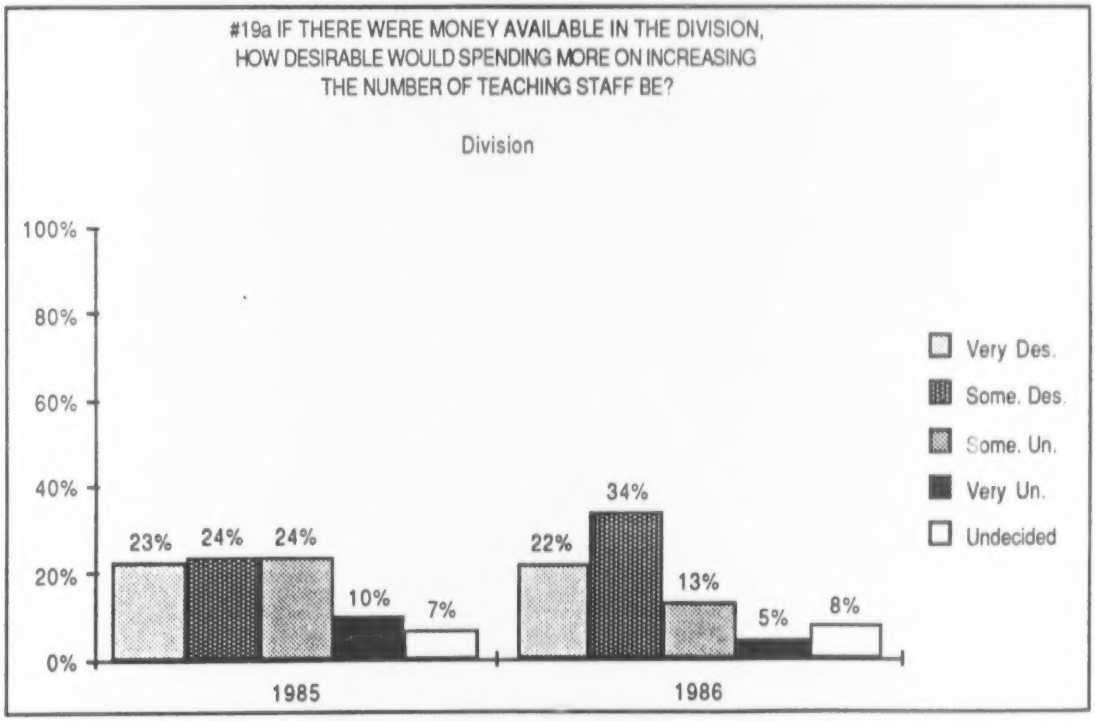


Chart 3-55

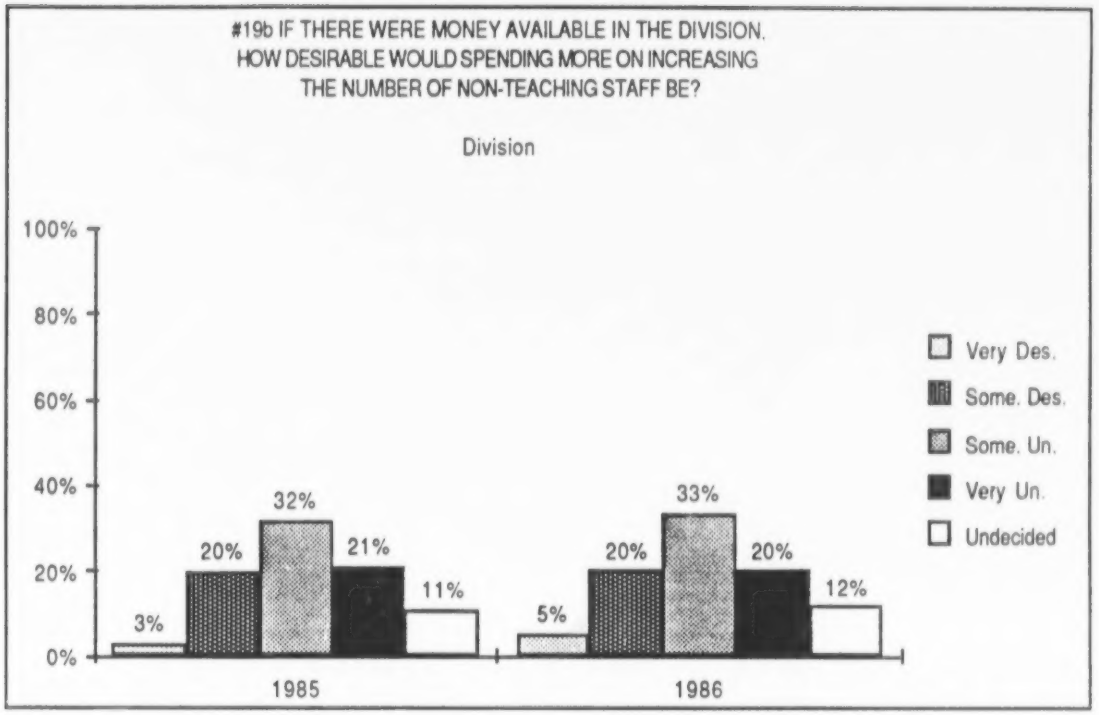


Chart 3-56

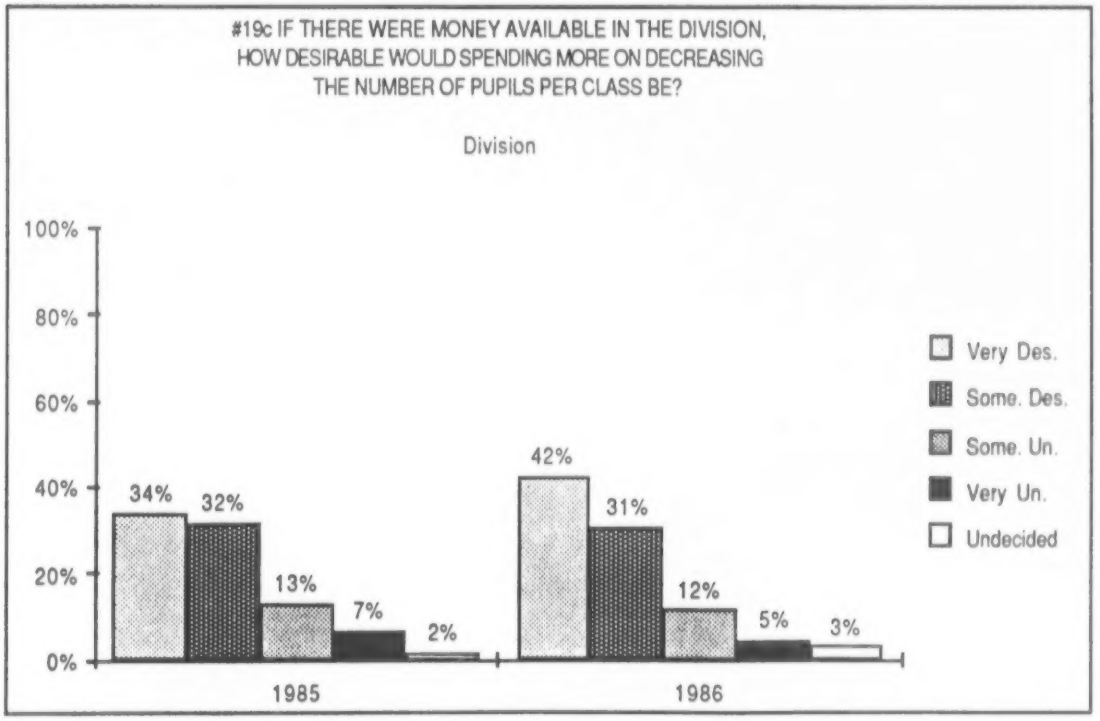


Chart 3-57

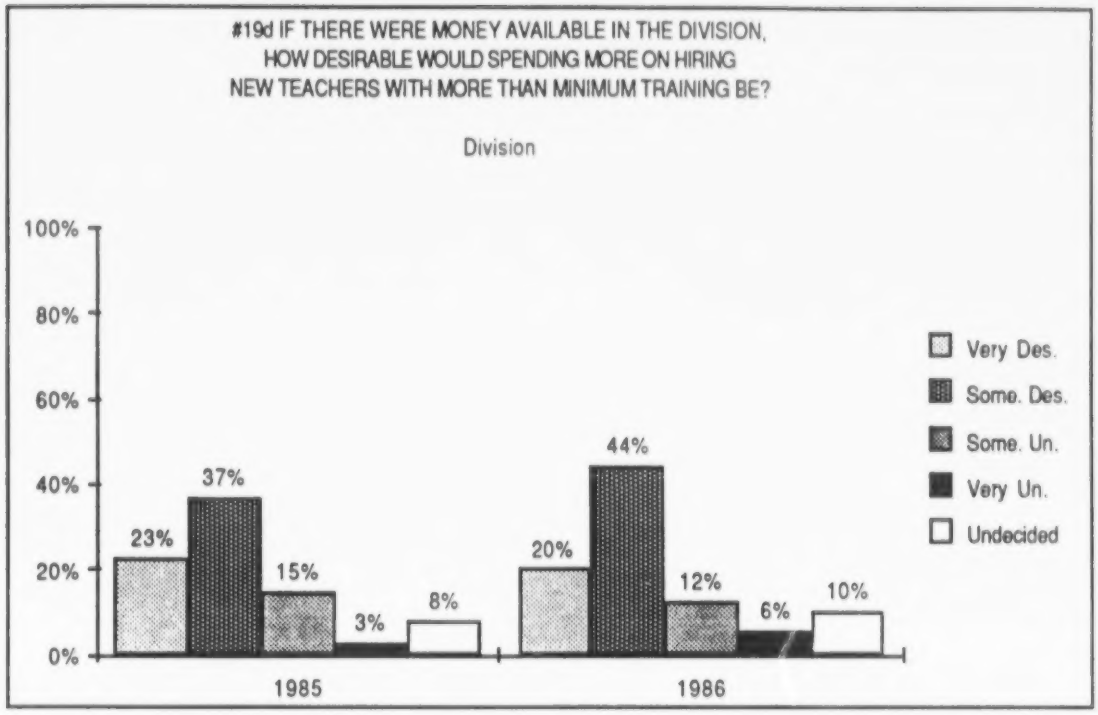


Chart 3-58

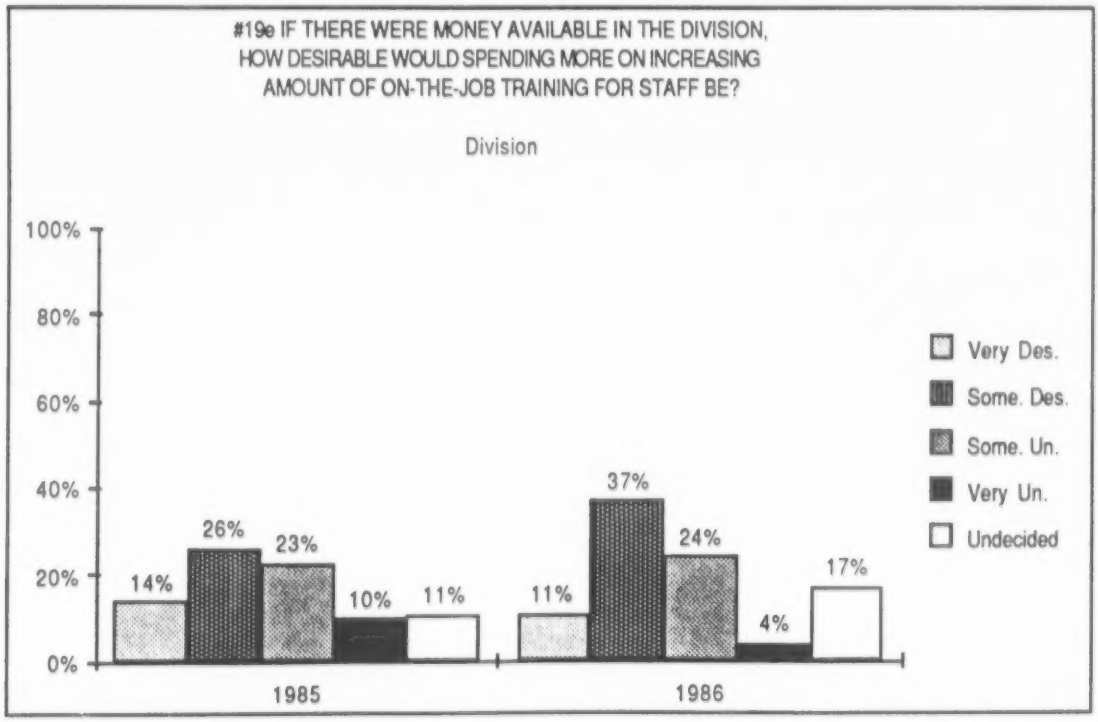


Chart 3-59

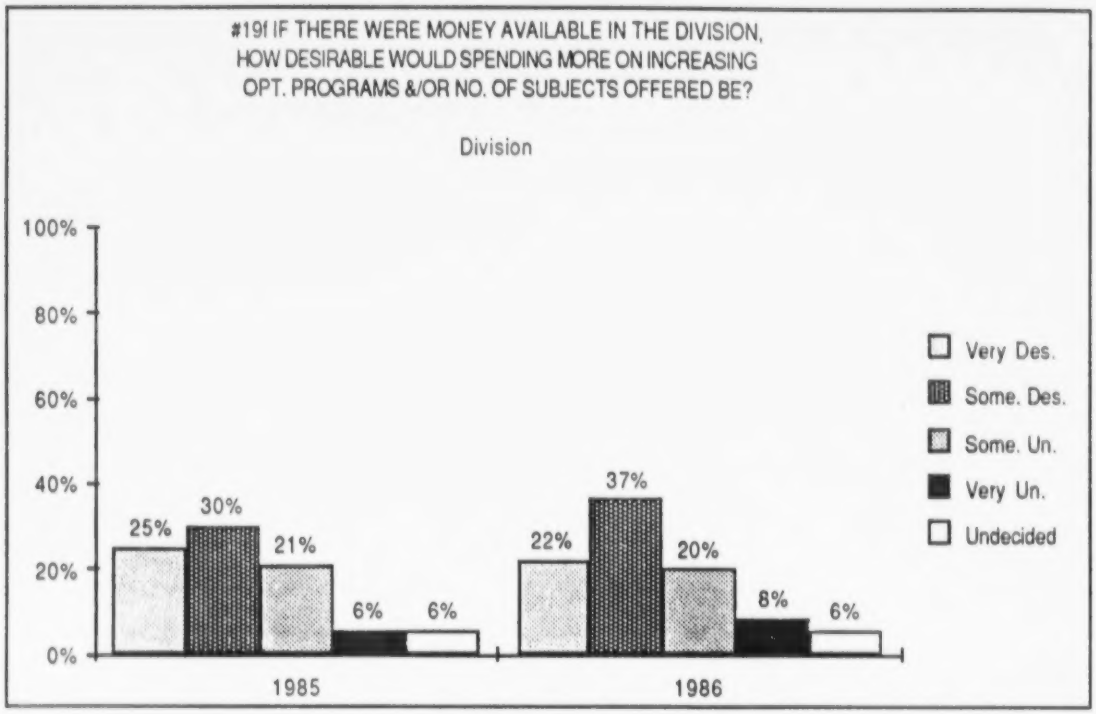


Chart 3-60

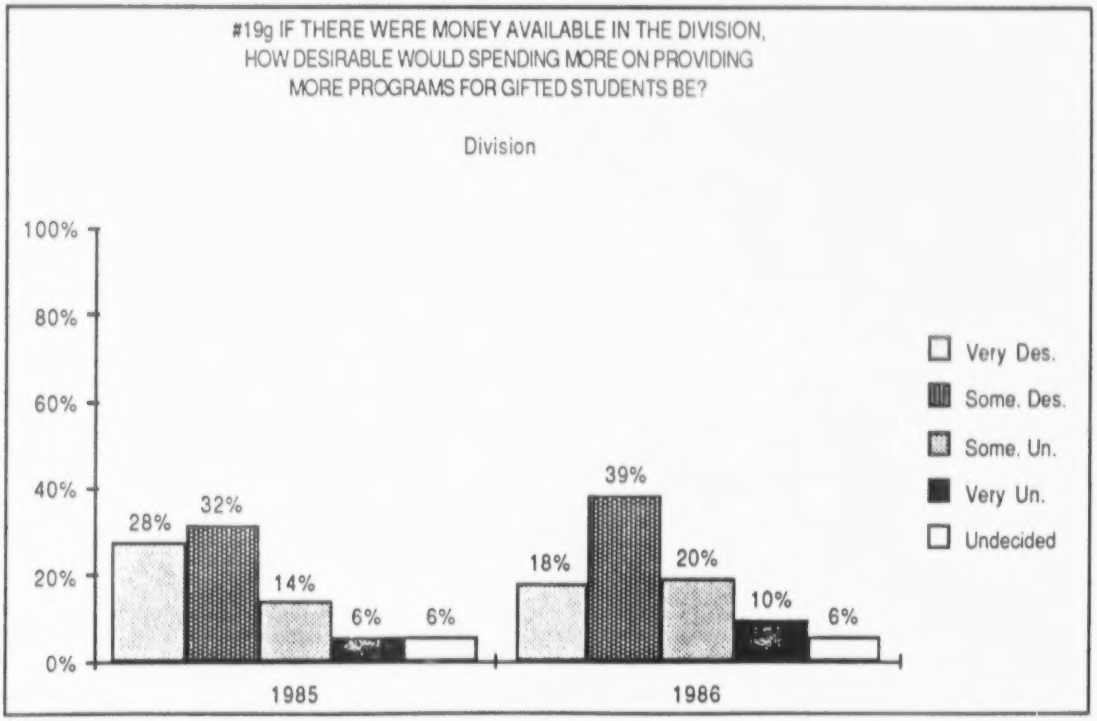


Chart 3-61

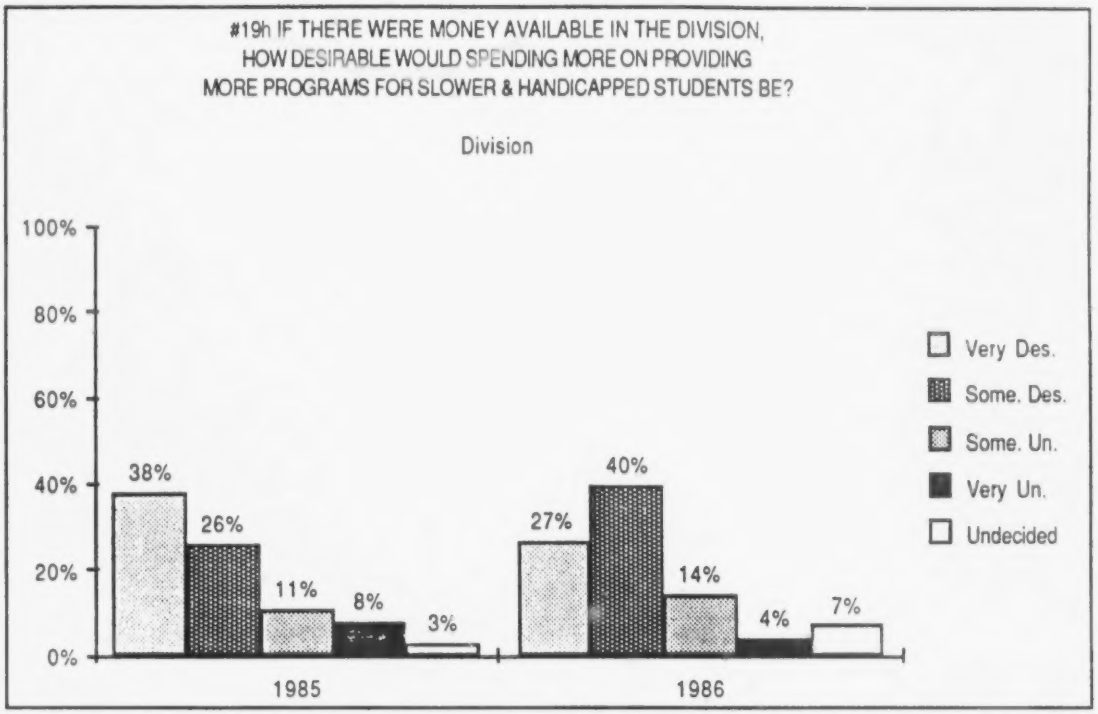


Chart 3-62

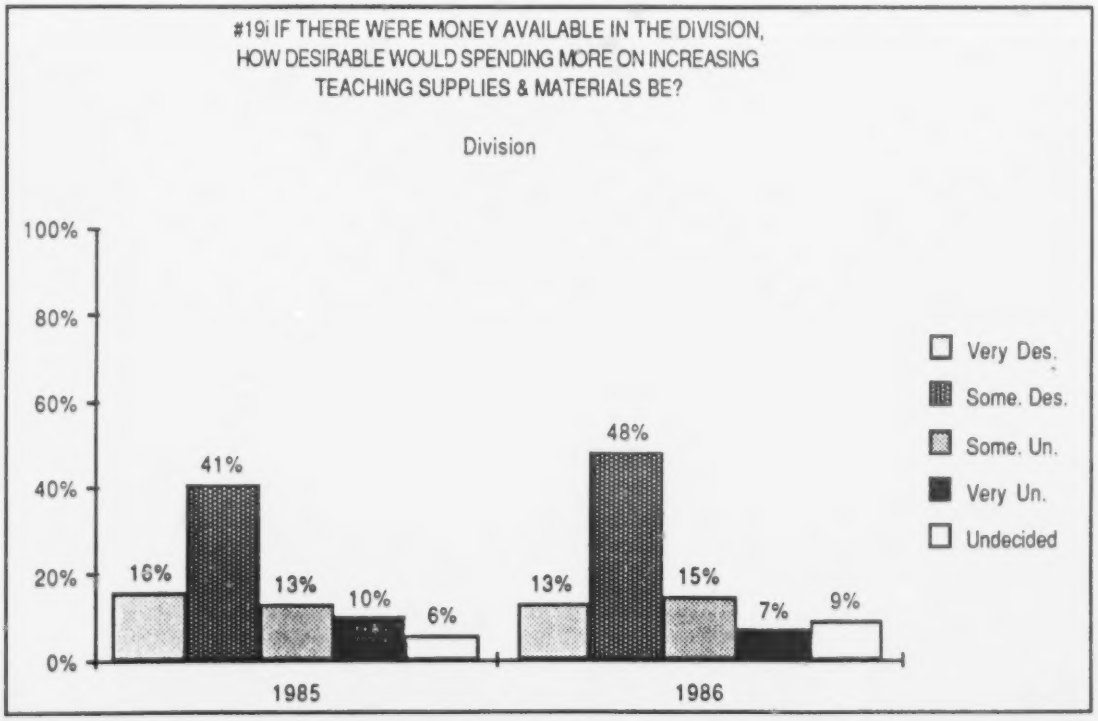


Chart 3-63

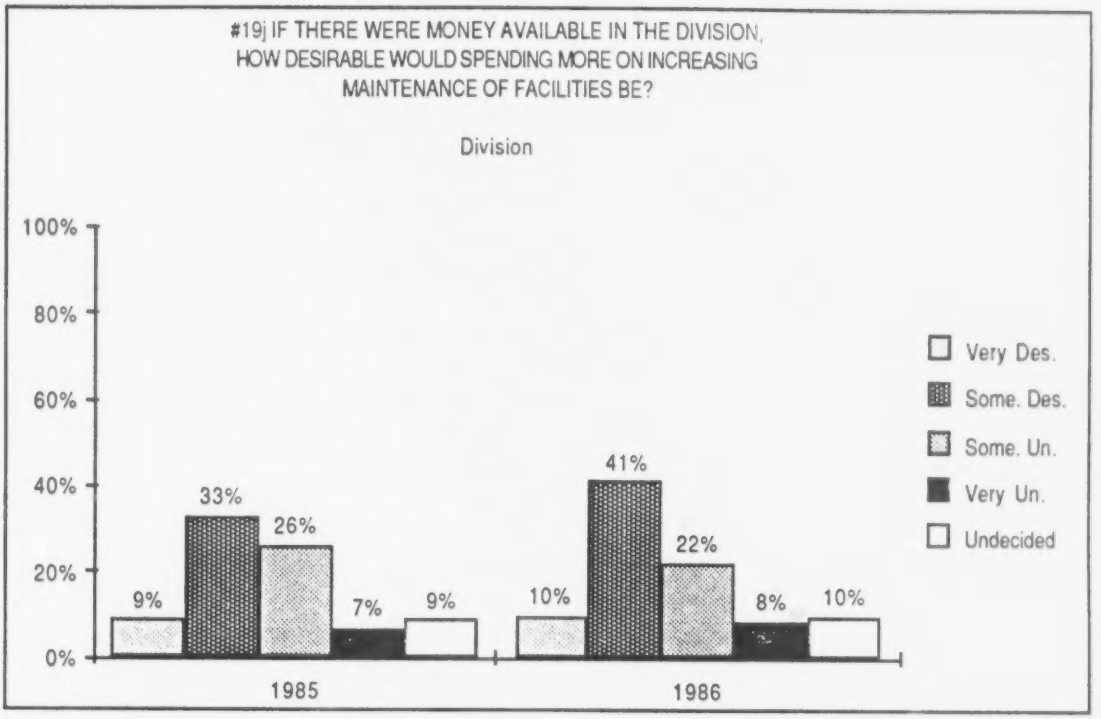
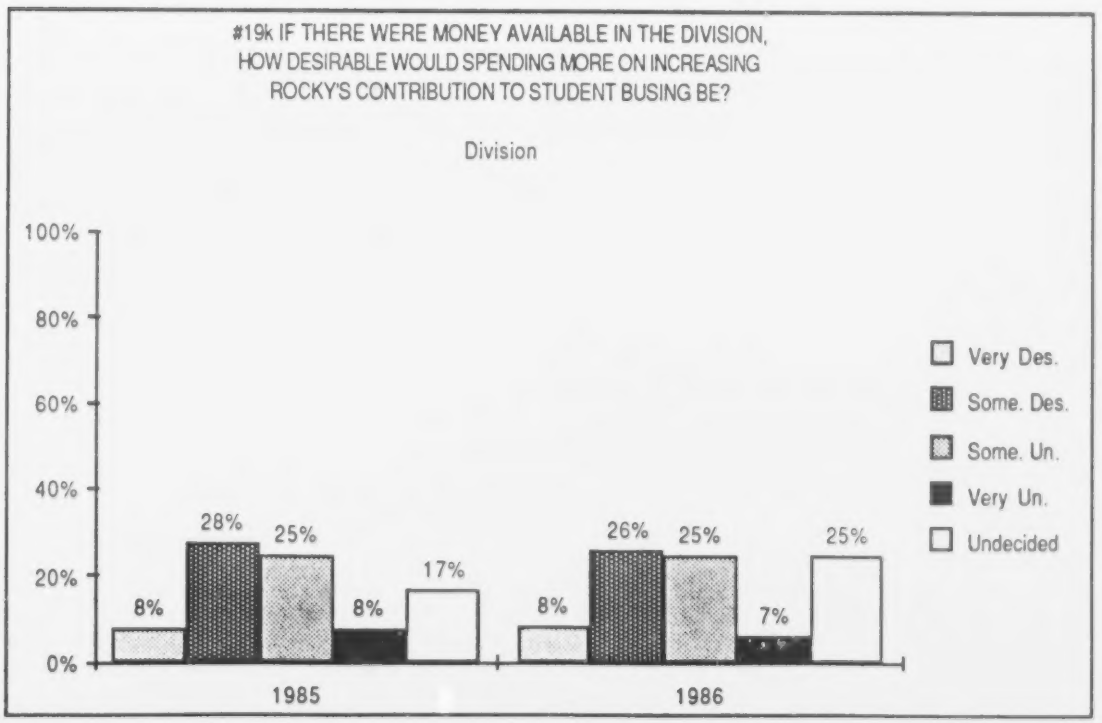


Chart 3-64



CHAPTER FOUR: OBSERVATIONS, DISCUSSION AND CONCLUSION

Within the realm of student achievement, a number of observations can be made about RMSD and its accomplishments. There is a higher degree of success in the achievement of English both in the receipt of credits and in the number of students who achieve equal to or above the provincial average.

Sixty-five students in the 85/86 year received above the provincial average in English 30. Fully 99% of students who wrote the English 33 exam received credit for the course (Table 3-1).

The lowest achievement was in Physics 30 where only 21 students received as high as or higher than the provincial average; the next lowest was Chemistry 30 with 41 students.

The Physics 30 and Math 30 achievement rate for credits was 88% and 87%, respectively. On the Provincial and Divisional comparison by letter grade for 1986, English 33 (Chart 3-2) was 6% higher for the B grade and only 1% lower for the A grade for RMSD compared to the Province. In Chemistry 30 (Chart 3-6) the Division had 29% of students with an A grade compared to 18% for the Province.

The Division has demonstrated strength in English and has some ground to make up in Physics. It is interesting to note that, in the School Leaver Follow-Up (Section 3.2.2), when students were asked to comment on which courses helped them during their high school experience, 75% (53) of respondents said that English had the greatest value, with 56% (40) maintaining that Math 30 had the greatest value (Table 3-14). Physics was claimed by 11% (8) of respondents. This would indicate that English is not only a high achievement course but is perceived as valuable *after leaving school*. The inverse of this is true for physics.

This observation is further borne out by the School Leaver Follow-Up in that Reading and Writing had 93% and 91% respondents, respectively, believing those subjects to be helpful or very helpful (Chart 3-13 and 3-14). In contrast, 51% of respondents felt that high school was not helpful for managing finances (Chart 3-16).

One final view of the Language Arts/English program is provided by the Junior Parents response to question 1(ai) in the Attitude Survey. There was an increase in satisfaction of 9% (from 66% to 75%) between 1985 and 1986.

Overall, this would indicate that the English courses are achieving at a higher level than other courses based on a number of measures.

When examining the desire of a School Division to encourage their students to write the Departmental Diploma Examinations, RMSD has a higher percentage of students who try the exam as compared to the Province. See Table 3-2A.

Student migration and education patterns as identified by the School Leaver Survey show some consistent trends. In the plans for the next school year, 54% of students for both 1985 and 1986 planned to further their education when they left high school. Between 37% (1986) and 58% (1985) planned to work. These figures become very interesting when the 1985 students were asked what they *actually* did. The 54% who planned further education had shrunk to 43% in actuality, remembering that number of respondents had dropped from 112 to 71 between the 1985 and 1986 survey.

All of these rates will provide excellent Benchmarks for future comparison within the Division and prove valuable for inter-jurisdictional comparison.

When examining the educational preparation of the respondents' parents in both years, a higher percentage of fathers had less than high school education as compared to mothers. Since responding students were themselves just finishing high school, this is an indication that this generation of students are likely to be better educated than their parents (Table 3-5).

School types most frequently chosen were (in order of frequency): Junior College, University, Technical School and High School Upgrading. The order of frequency was the same each year (Table 3-7).

Students saw availability of jobs as the greatest problem in carrying out plans, with financial assistance second. The likelihood of not finding a job dropped from 12% to 1% between 1985 and 1986. This may have been an indicator that the economy was more promising between the two years (Table 3-9).

Eventually, students generally wanted to live in a large town or city. Few were committed to remaining in the Rocky Mountain House area, although only about a quarter would definitely not like to remain. Those who planned to continue their education were more likely to want to move away from Rocky Mountain House than those not planning to continue.

Career aspirations were stated by only 43% of the respondents in 1985 and 69% in 1986. This factor, combined with the difficulties of coding often ambiguous job titles, means that one must be cautious in interpreting information derived from these titles.

When students who had been surveyed in June, 1985, were followed-up at Easter, 1986, there was a low response and therefore low sample of that initial school leaver group. When calculations were made on the degree of representation this sample can account for, there is a Confidence Level of 90% and a Confidence Interval of $\pm$ 8% when the sample is 71 of the 227 students enrolled in September, 1984.

Should this survey be conducted again, an attempt should be made to survey *all* students in Grade 12 with the Part 1 questionnaire to increase the potential for a higher sample when the Follow-up is implemented and returned.

It should also be noted that further researchers should allow at least 6 months for receipt of the Follow-Up questionnaires. We kept the data base open for 5 months and have since received one further questionnaire 6 months after mail-out.

When examining what students are doing after leaving school, we found 42% are in school full- or part-time. Such figures do indicate a continued high demand for education opportunities following high school and do point out possible trends for Further Education Councils (see Chart 3-9). This is particularly important when Table 3-17 is examined in light of the 54% of students who expected to go to school and the 43% who actually did.

When students were asked if they would like to continue their education, 30% were in school and 65% responded, yes, they would like to continue their education in the future.

Red Deer College is the most popular College for RMSD, with 20% of the respondents attending that institution.

The Attitude Survey of parents, students, staff and supporters provides a myriad of information on the School Division's operations, allowing the reader not only to glimpse feelings and beliefs about the education system, but also to gauge shifts in perception since that first year. It would be impossible to point out significant areas, since all responses are significant of themselves. Of particular note are those questions where significant (not statistical) shifts have occurred, for example question 13d Principals: *Do you have respect and confidence in the Board of Trustees?* dropped by 44% over the two years. Also question 14, *Are promotion procedures for staff fair and reasonable?* , dropped by 46%. In contrast Caretakers responded to the promotion procedures question (#14) with a

22% positive increase over the same period. Also, there was a 24% positive increase for Caretakers maintaining that RMSD is a good place to work.

Clearly the Attitude Survey must be used as one tool within the overall management of a school division and provides for a clear perception check on many subject areas from many stakeholders.

The public's perception of vandalism and related problems of attendance and alcohol usage indicates that there are few perceived problems in this area (Chart 3-26, 3-27, 3-28). When these are combined with the actual number of vandalism acts as provided in Table 3-21, this data provides adequate benchmark information but requires data from other jurisdictions for future years for it to be meaningful. This is also the case for student attendance and absence (Chart 3-27, 3-29 and 3-30).

Staff turnover and retention does allow some comparison between years, with staff turnover dropping from 9.9% in 1984/85 school year to 7.6% in 1985/86 school year. Should this trend continue, some thought should be given to how stagnation of staff can be overcome. High turnover rates are related to flux; low rates to stagnation. Stability between the two is most desirable.

In the area of resource utilization there is a drop between the two years of study of $282.00 per year. This could be due to inadequate proration, but the reason is as yet unclear.

The most interesting items relative to resource utilization are responses from Supporters in the Attitude Survey relative to the economic factor of RMSD's operation. The first question asks, "is the amount of money available for education a problem?" (Chart 3-40). In 1985, 28% felt it was no problem. This trend was continued in 1986 when 25% answered the same. When the minor and serious problem categories are combined, we see that in 1985 32% and in 1986 41% felt there was some problem. This trend may continue and be indicating a growing concern in the community about the availability of funds for educational purposes.

Chart 3-41 indicates Supporters' knowledge of the cost of education. In 1985, only 23% of respondents were within the correct range when the actual cost was $3,966.00 per student year. This rose in 1986 to 29% who were in the correct ranges. It is very interesting to note that over 30% of respondents each year were undecided about the cost of education, which could indicate the need for general financial information about the Division's operation.

When Supporters were asked about paying more taxes to improve education (Chart 3-42), between 38% (1985) and 44% (1986) responded in the affirmative. When information from questions #14 and #15 (Chart 3-41 and 3-42) are combined, we can assume that although most Supporters do not *know* the price of education, they would be willing to contribute more money to it via taxes. This reinforces the myth which surrounds the education system as viewed by the general public.

A series of questions in the Supporter Survey inquired into the reduction of expenditures and the appropriate reduction in services (Charts 3-43 through 3-52). By far the most undesirable action would be in reducing the number of teachers, followed very closely by increasing the number of pupils in each class. Some Supporters believed that expenditures could be reduced by providing fewer programs for gifted students, reducing on-the-job training for staff and reducing optional programs and the number of subjects that are offered to students. Overall, the Supporters responses did not help clarify how reductions might be achieved, but they did not state clearly where reductions should *not* occur.

The spending of funds to increase the Division's operation was clearly spelled out, with 42% of respondents in 1986 and 34% in 1985 claiming that decreasing the number of pupils in each class was very desirable (Chart 3-54 through 3-64).

In conclusion, the project's strength was in developing and implementing a Division wide Attitude Survey for two years and in designing and implementing the School Leaver Follow-Up. Instruments and processes for each of these surveys have provided a great deal of valuable information for the evaluation of the Division and both can be easily implemented in other jurisdictions, thus indicating their portability.

When applying the achievement data identified in the project to the overall model, a consistent pattern of information is not identifiable, mainly because the achievement part of the project lacked depth.

Overall, it is important to examine a school jurisdiction at many levels and determine that things do indeed look adequate and that its stakeholders are satisfied.

Some parts of the model, for example staff turnover, vandalism and student absenteeism, are not recorded by the Division in a very orderly fashion, indicating their low priority in the Division. Based on the data that have been presented, the relegation in priority by the Division is probably wise since those areas do not seem problematic.

The most inadequate area for RMSD's operation from the evaluation model's standpoint is the resource utilization. Financial activities are not recorded by program or on an individual student base. This will continue to prevent true cost comparisons on a per student base until actual costs per student can be identified.

The most powerful tool is the Attitude Survey. It provides a Superintendent and his Principals with an annual snapshot of their operation. It has been stated that the very act of questioning people will raise their awareness level of a number of issues. This in itself is an important and valuable part of the evaluation model for the Rocky Mountain School Division.

References

1. Early School Leavers in Northern Alberta Summary Report,
   Northern Alberta Development Council, HLA Consultants, Edmonton, June 1984.

2. Headrick, M.L., Got Your Follow-Up Act Together.
   NASSP Bulletin, March 1979, pp. 101-106.

3. Davis, J.A., Levinsohn, J.R., The NLS Study of the High School Class of 1972:
   A Resource for Educational and Human Development Researchers,
   New Directions for Testing and Measurement, 2, 1979.

APPENDIX ONE

ROCKY MOUNTAIN SCHOOL DIVISION NO. 15

SCHOOL LEAVER SURVEY
PART 1

Name .....

Address .....

.....

Telephone No. .....

Student ID. No. .....

Please give the names, addresses and telephone numbers of two people who will know where to get in touch with you, should you move from the above address (At least one should not be a parent)

Name ..... Name .....

Address ..... Address .....

Telephone No. ..... Telephone No. .....

Please answer all questions that apply to you. Follow the directions carefully.

1. Date of birth: day ..... month ..... year .....

2. Male ☐

   Female ☐

3. School Program:

   General High School Diploma ☐

   Advanced Diploma ☐

   Leave school before graduation (specify date and grade level.) ☐

   .....

4. Father's Education:

- ☐ Less than High School
- ☐ High School
- ☐ College, Technical School
- ☐ University Degree
- ☐ Post Graduate University Degree (including Medicine and Law)
- ☐ Don't know
- ☐ Other .....

5. Mother's Education:

- ☐ Less than High School
- ☐ High School
- ☐ College, Technical School
- ☐ University Degree
- ☐ Post-Graduate University Degree (including Medicine and Law)
- ☐ Don't know
- ☐ Other .....

6. What are your current plans for next year? (After the summer)
Please check all that apply

- ☐ Attend school, full-time or part-time.
- ☐ Working in the family business (please describe) .....
- ☐ Work (full-time or part-time)
- ☐ Homemaker
- ☐ Undecided
- ☐ Other (please describe) .....

7. If you are planning to attend school next year, please check the type of school:

- ☐ University
- ☐ Junior College
- ☐ Transfer from Junior College to University
- ☐ Agricultural College
- ☐ Technical School
- ☐ Secretarial/Business School
- ☐ High School Upgrading
- ☐ Other School (please describe) .....

8. How sure are you of these plans?

☐ Very sure ☐ Somewhat sure ☐ Unsure

9. Many factors can affect future plans. Which of the following things do you see as being problems in pursuing your goals?

PLEASE BE REALISTIC!	Definitely Not a Problem	Might Be a Problem	Likely To Be a Problem
School grades	☐	☐	☐
Financial assistance	☐	☐	☐
Admission to desired program	☐	☐	☐
Family support/permission	☐	☐	☐
Availability of jobs	☐	☐	☐
Other factors (please describe)	☐	☐	☐

The following questions concern your life goals, once you have completed your education.

10. Ideally, where would you like to live?

☐ A rural area ☐ A small town eg. Rocky Mountain House ☐ A bigger town or city eg. Red Deer, Edmonton

11. Would you like to live in the Rocky Mountain House area?

☐ Yes ☐ Maybe ☐ No

12. What is your ultimate occupational goal? .....

☐ Have not made a choice

THANK YOU FOR GIVING US THIS INFORMATION. IT WILL HELP TO IMPROVE THE ROCKY MOUNTAIN SCHOOL DIVISION HIGH SCHOOL PROGRAM FOR OTHERS

Please use the back of the page for any comments or concerns you may have on these issues.

ROCKY MOUNTAIN SCHOOL DIVISION NO. 15
School Leaver Follow-Up

Dear Teacher:

Trustees of the Rocky Mountain School Division are interested in finding out what school leavers think of their educational experience, the kinds of careers they chose, and how the educational system could be improved to help students in the future.

WE NEED YOUR HELP WITH THIS PROJECT!!

Please ask the students who are school leavers to complete the questionnaire. Please remind them that only they, as students leaving high school, can provide the information that we need to help Divisional schools provide a good education for the students.

All of the answers will be confidential. Once the students have finished the questionnaire please have one student collect them all, put them in an envelope, seal it and bring it to the school office.

Thank you for helping us with this project!!

Yours truly,

Jacqueline D. Singh
Project Coordinator - School Division Evaluation
HSP Humanite Services Planning Ltd.

JDS/cmg

APPENDIX TWO

Rocky Mountain School Division

School Leaver Follow–Up

If the information in the left is incorrect, please print the correct information on the right.

Name: .....

Permanent Address: .....

.....

Student ID No. .....

Please follow the directions carefully. Answer all questions that apply to you.

1. What are you doing at the present time? (Check EACH answer that applies to you.)

- ☐ Working, full–time
- ☐ Working, part–time
- ☐ Working, family business
- ☐ Not working, looking for a job
- ☐ Not working, not looking for a job
- ☐ In school, full–time
- ☐ In school, part–time
- ☐ Home–maker
- ☐ Other (Please describe)

.....

2. What type of educational institution are you attending?

- ☐ University
- ☐ Technical School (eg. NAIT, SAIT)
- ☐ Agricultural College (eg. Olds)
- ☐ Business School
- ☐ Other (please describe)
- ☐ Apprenticeship
- ☐ Community College (check one below)
  Eg. Red Deer College
  - ☐ Plan transfer to University
  - ☐ Do not plan transfer to University

3. What is the name of the educational institution you are attending?

.....

4. What program are you in? .....

Answer the questions in this box if you are now working either full-time or part-time, or if you are looking for a job.

5. Which of the following best describes your present job situation?

- ☐ Not working, but looking for a job
- ☐ In an apprenticeship program
- ☐ Receiving on-the-job training
- ☐ Family Business/Self-Employed
- ☐ In a job for which I am fully qualified
- ☐ In a job for which I am over-qualified

6. What is your job description/title and what type of business or industry are you employed in? .....

.....

.....

7. Would you like to continue your education in the future?

- ☐ Yes
- ☐ No
- ☐ In School now

Please answer all of the following questions.

8. Is your place of employment or study:

- ☐ within the Rocky Mountain House area?
- ☐ in the Red Deer area (Central Alberta)?
- ☐ beyond Central Alberta?

9. What is your occupational goal? (please be specific) .....

- ☐ Have not made a choice

10. How helpful was high school in learning or improving skills?

	Very Helpful	Helpful	Not Helpful
Reading	☐	☐	☐
Writing	☐	☐	☐
Working number problems	☐	☐	☐
Managing finances	☐	☐	☐
Speaking proper English	☐	☐	☐
Logical thinking	☐	☐	☐

11. How helpful was *your High School experience* in giving you guidance for the following challenges in life?

	Very Helpful	Helpful	Not Helpful
Being a leader	☐	☐	☐
Being a good parent	☐	☐	☐
Having steady employment	☐	☐	☐
Preparation for social relationships	☐	☐	☐

We are interested in the courses that were available to you, which you took while in High School. In the following questions please specify the courses by name, including options.

12. Which courses have been of the greatest value to you in your present activity? (please list)

    a) .....

    b) .....

    c) .....

    d) .....

13. Are there courses, including optional courses, which you now wish you had taken in High School?

    a) .....

    b) .....

    c) .....

    d) .....

14. Are there courses which you would like to have taken, which are not offered in the Division's high school programs? (please describe)

    a) .....

    b) .....

    c) .....

    d) .....

THANK YOU FOR GIVING US THIS INFORMATION. IT WILL HELP TO IMPROVE THE ROCKY MOUNTAIN SCHOOL DIVISION HIGH SCHOOL PROGRAM FOR OTHERS.

Please feel free to use the bottom of this page for any comments or concerns.

March 24, 1986

Dear Cindy:

In an effort to determine the effectiveness of the Rocky Mountain School Division, and also to know what happens to students when they leave, we are conducting a School Leaver Survey.

As you may remember, you completed a questionnaire last June about your plans when you left school. We also indicated that a follow-up survey would be conducted in spring 1986. Well here it is!

The information that you share with us will be held in confidence, and will only be used for statistical purposes. We guarantee your anonymity, since we are outside consultants. We will follow-up with a phone call should you not return the survey in a few days.

Thank you for your cooperation. Please return your completed survey to us using the stamped, addressed envelope.

Yours sincerely,

Jacqueline D. Singh
Humanité Services Planning Ltd.

APPENDIX THREE

Appendix 3
List of "ultimate occupational goals", by School

Will Sinclair High School

Pharmacy Technologist
Bio-Science Technologist
Nurse (2)
Business Management
Dentist
Law Enforcement
Research Chemist
Dietitian
Embassy Worker
Vet or Doctor (2)
Legal Secretary
Secretary
Pro-hockey player
Social Worker
Genetics Researcher
Court Clerk
Banking (part-time)
Peace Officer
Mechanic
Physical Education teacher
Pro Sports (2)
Chef
Business
Kindergarten teacher
Photographer
Accountant (3)
Farmer/Carpenter
Agriculture Technician
Pro-athlete
Civil Servant
Physical Therapist
Private Secretary
Hairdresser
Army
Sports Physiologist
Insurance Agent
Lab Technician
Social Services
Music
Electronics
Football player
Armed Forces
Business
Travel Consultant

David Thompson

Pharmacy Technician
Mechanical Engineer
Journalist
Chartered Accountant
Secretary
Petroleum Technologist
Social Worker
Construction
Horse Trainer
Translater
Parks Canada Interpreter
Heavy Duty Mechanic
Electronic Engineer
Medical Lab Technician
Bachelor of Education
Engineer
Physiotherapist
Dentist
Lawyer
Legal Assistant

Caroline

Disc Jockey
Broadcasting
Power Engineer
ECS Teacher
Chemical Technologist
Rich
Cowboy
Work overseas
Manager, Exec. position
Fish & Wildlife Officer
PRCA Bull Rider
Vet
Recreation
Paramedic
Mechanical Engineer
Aerospace Engineer
Farmer (3)
To make $9.00/hr
NFR (2)
Veterinary Assistant

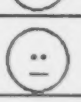
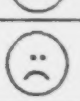
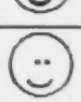
APPENDIX FOUR

ROCKY MOUNTAIN SCHOOL DIVISION NO. 15

GRADES 1–3

WE LIKE TO KNOW HOW YOU FEEL ABOUT YOUR SCHOOL...

After each question are some faces. Color the happy face if your answer is YES. Color the sad face if your answer is NO. Color the puzzled face if you are not sure.

		yes	no	not sure
1	Do you like your school work?			
2	Are you learning a lot?			
3	Do you like your teacher?			
4	Are the people in the office nice?			
5	Do you like your principal?			
6	Do you feel the school rules are fair?			
7	Are the other children at school nice?			
8	Do you have fun at recess?			
9	Do you like your school playground?			
10	Does homework help you learn more?			
11	Does your teacher give you help when you need it?			
12	Do you like to use the library or learning resources center in your school?			
13	Is your school kept clean?			
14	Do you like going to school?			

IS THERE MORE YOU WANT TO TELL US?

IF THERE IS, USE THE BACK OF THIS PAGE.

This instrument was developed by Edmonton Public Schools, 1983.

Humanité

ROCKY MOUNTAIN SCHOOL DIVISION NO. 15
GRADES 4–6

WE LIKE TO KNOW HOW YOU FEEL ABOUT YOUR SCHOOL...

We would like to know how you feel about your school. If your answer to a question on this sheet is YES, make a check in the square under the word YES. Make a check under the word NO if your answer is NO. If you are not sure, make a check in the square under NOT SURE.

		yes	no	not sure
1	Do you like your school work?			
2	Do you feel good about how much you are learning?			
3	Do you like your teacher(s)?			
4	Are the people in the office helpful and friendly?			
5	Do you like the Principal?			
6	Do you feel the school rules are fair?			
7	Are the children made to follow the rules?			
8	Are the other children at school nice?			
9	Do you have fun at recess?			
10	Do you like your school building?			
11	Do you like your school playground?			
12	Does homework help you learn more?			
13	Does your teacher(s) give you help when you need it?			
14	Do you like to use the library or learning resources center in your school?			
15	Is your school kept clean?			
16	Do you like going to school?			
17	Are you satisfied with the number of children in your class(es)?			
18	Do you find your school work interesting?			

IS THERE MORE YOU WANT TO TELL US?

IF THERE IS, USE THE BACK OF THIS PAGE.

This instrument was developed by Edmonton Public Schools, 1983.

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ROCKY MOUNTAIN SCHOOL DIVISION NO. 15
GRADES 7–9

WE LIKE TO KNOW

...how you feel about your school. Please check the box which best describes your feelings about the following:

		satisfied	dis-satisfied	not sure
1	The number of option courses open to you			
2	The usefulness of your courses			
3	The emphasis on basic skills (such as reading, writing, math)			
4	Your homework assignments			
5	How much you are learning			
6	How your marks in the courses are determined			
7	What the school tells your parents about how you are doing in school			
8	Your principal			
9	Your assistant principal			
10	The office staff			
11	Your teachers			
12	Your counselor			
13	High school and career planning assistance			
14	The say that you have in school decisions that affect you			
15	The way student discipline is handled			
16	The behaviour of other students in class			
17	The behaviour of other students out of class			
18	School rules and regulations			
19	The way other students treat you			
20	How attendance problems are handled			
21	The opportunity to get into the classes that you would like			
22	Lunch arrangements			
23	The extracurricular program (sports, school plays, concerts, clubs, etc.)			

CONTINUED ON THE BACK...please turn over... 106

		satisfied	dis- satisfied	not sure
24	The Students' Union or Council			
25	The school buildings, grounds and equipment			
26	The way you get to and from school			
27	The interest that your teachers have in you			
28	Your chances of succeeding in your courses			
29	The number of pupils in your classes			
30	The length of your class periods			
31	The services of the school library or learning resources center			
32	The cleanliness of your school			
33	Your school in general			

IS THERE MORE YOU WANT TO TELL US?

IF THERE IS, USE THIS PAGE.

ROCKY MOUNTAIN SCHOOL DIVISION NO. 15
GRADES 10–12

WE LIKE TO KNOW

...how you feel about your school. Please check the box which best describes your feelings about the following:

		satisfied	dis-satisfied	not sure
1	The number of option courses open to you			
2	The usefulness of your courses			
3	The emphasis on basic skills (such as reading, writing, math)			
4	Your homework assignments			
5	How much you are learning			
6	How your marks in the courses are determined			
7	What the school tells your parents about how you are doing in school			
8	Your principal			
9	Your vice principal(s)			
10	The office staff			
11	Your teachers			
12	Your counselors			
13	Further education and/or career planning assistance			
14	The say that you have in school decisions that affect you			
15	The way student discipline is handled			
16	The behaviour of other students in class			
17	The behaviour of other students out of class			
18	School rules and regulations			
19	The way other students treat you			
20	How attendance problems are handled			
21	The opportunity to get into the classes that you would like			
22	The extracurricular program (sports, school plays, concerts, clubs, etc.)			
23	The Student's Union or Council			

CONTINUED ON THE BACK...please turn over...

		satisfied	dis-satisfied	not sure
24	The school buildings, grounds and equipment			
25	Help in planning your high school program			
26	The interest that your teachers have in you			
27	Your chances of succeeding in your courses			
28	The number of pupils in your classes			
29	The length of your class periods			
30	The services of the school library or learning resources center			
31	The cleanliness of your school			
32	Your school in general			
33	The organization of the school year (semester, 10-month, etc.)			

IS THERE MORE YOU WANT TO TELL US?

IF THERE IS, USE THIS PAGE.

This instrument was developed by Edmonton Public Schools, 1983.

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS

This questionnaire asks your feelings and opinions about your child's school. It will be sent to a random sample of parents. To get reliable results we will need responses from all of the samples. Each questionnaire has been numbered so that we can determine who has not returned the completed questionniare. The parents who have not responded will be followed up by telephone, to obtain a response from everyone. Returning your questionnaire promptly by mail will reduce the number of telephone follow-up calls needed.

In order to assure confidentiality, an independent consultant will conduct the data analysis. The report will contain only statistical summaries and anonymous comments, without identification of individual respondents. A prepaid envelope is enclosed for your convenience -- just drop it in a mailbox -- it does not need a stamp.

THANK YOU -- your participation is very much appreciated.

ELEMENTARY PARENT

B. Findlater, Superintendent of Schools
Rocky Mountain School Division No. 15
Telephone 845-3376

FOR EACH ITEM BELOW, PLACE A CHECK MARK IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Are you satisfied with the way the school is handling each of the following programs (emphasis, content, quality of instruction, etc.) a) Language Arts/English i) Reading/Writing/Speaking/Listening				
ii) Vocabulary/Spelling/Grammar				
b) Mathematics				
c) Science				
d) Social Studies				
e) Physical Education				
f) Second Languages (ANSWER ONLY IF YOUR SCHOOL OFFERS PROGRAM)				
g) Fine Arts (Music/Art/Drama)				
h) Health				
2 Do you feel student discipline is being handled well at the school?				
3 Do you feel your child likes school?				
4 Do you feel the school division is using its money in a reasonable manner?				
5 In general, are you satisfied with: a) your child's teacher(s)?				
b) The school Principal?				
c) Deputy Superintendent?				
d) Superintendent?				
e) The Board of Trustees?				
6 Do you feel welcome at the school?				

CONTINUED ON THE BACK...please turn over...

		YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
7	Do you feel you have an adequate voice in school decisions that affect your child?				
8	Do you feel you are being satisfactorily informed about your child's learning progress?				
9	Are you satisfied with the guidance and counselling services at the school?				
10	Are you satisfied with the extra-curricular programs at the school (sports, school plays, concerts, clubs, etc.)?				
11	Are you satisfied with the way attendance is handled at the school?				
12	Do you feel the non-teaching employees at the school such as secretaries, aides, and caretakers are helpful and friendly?				
13	Do you feel that the number of pupils in your child's classes is appropriate?				
14	Do you feel that your child's school experiences are consistent with the values taught in your home?				
15	Are you satisfied with the library services at your child's school?				
16	Are you satisfied with the cleanliness of your child's school?				
17	Generally, are you satisfied with your child's school?				
18	Second Language Programs - Should the division introduce (or maintain) French as a mandatory second language program at the Grade 4 level rather than the optional program at the Grade 7 level?				
19	Do you feel that drug & alcohol usage is a problem in your child's school?				

Is there anything else you would like to communicate to the Board or Administration:

This instrument was developed by Edmonton Public Schools, 1983.

Humanité

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS

This questionnaire asks your feelings and opinions about your child's school. It will be sent to a random sample of parents. To get reliable results we will need responses from all of the samples. Each questionnaire has been numbered so that we can determine who has not returned the completed questionniare. The parents who have not responded will be followed up by telephone, to obtain a response from everyone. Returning your questionnaire promptly by mail will reduce the number of telephone follow-up calls needed.

In order to assure confidentiality an independent consultant will conduct the data analysis. The report will contain only statistical summaries and anonymous comments, without identification of individual respondents. A prepaid envelope is enclosed for your convenience -- just drop it in a mailbox -- it does not need a stamp.

THANK YOU -- your participation is very much appreciated.

JUNIOR PARENT

B. Findlater, Superintendent of Schools
Rocky Mountain School Division No. 15
Telephone 845-3376

FOR EACH ITEM BELOW, PLACE A CHECK MARK IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Are you satisfied with the way the school is handling each of the following programs (emphasis, content, quality of instruction, etc.) a) Language Arts/English i) Reading/Writing/Speaking/Listening				
ii) Vocabulary/Spelling/Grammar				
b) Mathematics				
c) Science				
d) Social Studies				
e) Physical Education				
f) Second Languages (ANSWER ONLY IF YOUR SCHOOL OFFERS PROGRAM)				
g) Fine Arts (Music/Art/Drama)				
h) Health				
i) Industrial Arts/Home Economics				
j) Group "B" Options (eg. Hunter Training, Photography)				
2 Do you feel student discipline is being handled well at the school?				
3 Do you feel your child likes school?				
4 Do you feel the school division is using its money in a reasonable manner?				
5 In general, are you satisfied with: a) your child's teacher(s)?				
b) The school Principal?				
c) Deputy Superintendent?				
d) Superintendent?				
e) The Board of Trustees?				

CONTINUED ON THE BACK...please turn over...

		YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
6	Do you feel welcome at the school?				
7	Do you feel you have an adequate voice in school decisions that affect your child?				
8	Do you feel you are being satisfactorily informed about your child's learning progress?				
9	Are you satisfied with the guidance and counselling services at the school?				
10	Are you satisfied with the extra-curricular programs at the school (sports, school plays, concerts, clubs, etc.)?				
11	Are you satisfied with the way attendance is handled at the school?				
12	Do you feel the non-teaching employees at the school such as secretaries, aides, and caretakers are helpful and friendly?				
13	Do you feel that the number of pupils in your child's classes is appropriate?				
14	Do you feel that your child's school experiences are consistent with the values taught in your home?				
15	Are you satisfied with the library services at your child's school?				
16	Are you satisfied with the cleanliness of your child's school?				
17	Generally, are you satisfied with your child's school?				
18	Are you satisfied with the assistance provided by the school to you and your child in planning for high school and career?				
19	Second Language Programs - Should the division introduce (or maintain) French as a mandatory second language program at the Grade 4 level rather than the optional program at the Grade 7 level?				
20	Do you feel that drug & alcohol usage is a problem in your child's school?				

Is there anything else you would like to communicate to the Board or Administration:

This instrument was developed by Edmonton Public Schools, 1983.

Humanité

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS

This questionnaire asks your feelings and opinions about your child's school. It will be sent to a random sample of parents. To get reliable results we will need responses from all of the samples. Each questionnaire has been numbered so that we can determine who has not returned the completed questionniare. The parents who have not responded will be followed up by telephone, to obtain a response from everyone. Returning your questionnaire promptly by mail will reduce the number of telephone follow-up calls needed.

In order to assure confidentiality an independent consultant will conduct the data analysis. The report will contain only statistical summaries and anonymous comments, without identification of individual respondents. A prepaid envelope is enclosed for your convenience -- just drop it in a mailbox -- it does not need a stamp.
THANK YOU -- your participation is very much appreciated.

SENIOR PARENT

B. Findlater, Superintendent of Schools
Rocky Mountain School Division No. 15
Telephone 345-3376

FOR EACH ITEM BELOW, PLACE A CHECK MARK IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Are you satisfied with the way the school is handling each of the following programs (emphasis, content, quality of instruction, etc.) a) Language Arts/English i) Reading/Writing/Speaking/Listening				
ii) Vocabulary/Spelling/Grammar				
b) Mathematics				
c) Science				
d) Social Studies				
e) Physical Education				
f) Second Languages (ANSWER ONLY IF YOUR SCHOOL OFFERS PROGRAM)				
g) Fine Arts (Music/Art/Drama)				
h) Health				
i) Industrial Arts/Home Economics				
j) Business Education				
2 Do you feel student discipline is being handled well at the school?				
3 Do you feel your child likes school?				
4 Do you feel the school division is using its money in a reasonable manner?				
5 In general, are you satisfied with: a) your child's teacher(s)?				
b) The school Principal?				
c) Deputy Superintendent?				
d) Superintendent?				
e) The Board of Trustees?				

CONTINUED ON THE BACK...please turn over...

		YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
6	Do you feel welcome at the school?				
7	Do you feel you have an adequate voice in school decisions that affect your child?				
8	Do you feel you are being satisfactorily informed about your child's learning progress?				
9	Are you satisfied with the guidance and counselling services at the school?				
10	Are you satisfied with the extra-curricular programs at the school (sports, school plays, concerts, clubs, etc.)?				
11	Are you satisfied with the way attendance is handled at the school?				
12	Do you feel the non-teaching employees at the school such as secretaries, aides, and caretakers are helpful and friendly?				
13	Do you feel that the number of pupils in your child's classes is appropriate?				
14	Do you feel that your child's school experiences are consistent with the values taught in your home?				
15	Are you satisfied with the library services at your child's school?				
16	Are you satisfied with the cleanliness of your child's school?				
17	Generally, are you satisfied with your child's school?				
18	Are you satisfied with the assistance provided by the school to you and your child in planning for high school and career?				
19	Are you satisfied with the number of course choices open to your child?				
20	Do you feel the school provides appropriate programs for students intending to continue their schooling beyond high school?				
21	Do you feel that the length of your child's class periods is appropriate?				
22	Second Language Programs - Should the division introduce (or maintain) French as a mandatory second language program at the Grade 4 level rather than the optional program at the Grade 7 level?				
23	Do you feel that drug & alcohol usage is a problem in your child's school?				

Is there anything else you would like to communicate to the Board or Administration:

This instrument was developed by Edmonton Public Schools, 1989.

Humanité

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS
STAFF SURVEY

The Board of Trustees and Superintendent would like to know your feelings about the Rocky Mountain School Division as a place to work. Will you please help us by completing this questionnaire, sealing it in the accompanying envelope, and return it to Sherry McRae. Questionnaires will be sent to us without any individual identification. The reports produced will contain ONLY group statistical summaries and anonymous comments, with no identification of individual respondent. Thank you for your help.

CENTRAL ADMINISTRATION

Maintenance Staff, Bus Drivers, Others

B. Findlater, Superintendent of Schools,
Box 896
Rocky Mountain House, Alberta
T0M 1T0
Phone 845-3376

FOR EACH ITEM BELOW PLACE AN X IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Do you feel there is good communication throughout the Division?				
2 Do you feel that there is good communication within the Division Office?				
3 Are you satisfied with the equipment, materials and supplies you are provided?				
4 Do you feel that you as an individual have adequate influence over Division level decisions that affect you and your job?				
5 Do you feel that you as an individual have adequate influence over decisions in your area that affect you and your job?				
6 Do you feel you get support when you need it from: a) Your Supervisor?				
b) The Deputy Superintendent?				
c) The Superintendent?				
d) Secretary-Treasurer?				
e) Board of Trustees?				
7 Do you feel you get adequate recognition and appreciation for your performances and accomplishments?				
8 Do you feel your assigned work responsibilities are fair and reasonable?				
9 Do you feel that the School Division is compensating you fairly?				

CONTINUED ON THE BACK...please turn over...

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
10 Do you feel that the School Division is communicating its goals, philosophies and policies clearly?				
11 Do you feel the School Division is consistently implementing its goals, philosophies and policies?				
12 Do you feel the School Division's goals, philosophies and practices are consistent with your personal goals and beliefs? (For example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)				
13 Do you respect and have confidence in: a) Your Supervisor?				
b) The Secretary-Treasurer?				
c) The Deputy Superintendent?				
d) The Superintendent?				
e) The Board of Trustees?				
14 Do you feel that the promotion procedures for staff are fair and reasonable?				
15 Do you feel that the Rocky Mountain School Division is a good place to work?				
16 Do you feel that your school is a good place to work?				

Is there anything else you would like us to communicate to the Board or Administration.

This instrument was developed by Edmonton Public Schools, 1983

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS
STAFF SURVEY

The Board of Trustees and Superintendent would like to know your feelings about the Rocky Mountain School Division as a place to work. Will you please help us by completing this questionnaire, sealing it in the accompanying envelope, and returning it to the proper representative for your school. Questionnaires will be sent to us without any individual identification. The reports produced will contain ONLY group statistical summaries and anonymous comments, with no identification of individual respondents. Thank you for your help.

CARETAKER

B. Findlater, Superintendent of Schools,
Box 896
Rocky Mountain House, Alberta
T0M 1T0
Phone 845-3376

FOR EACH ITEM BELOW PLACE AN X IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Do you feel there is good communication throughout the School Division?				
2 Do you feel that there is good communication in your school?				
3 Are you satisfied with the equipment, materials and supplies you are provided?				
4 Do you feel that you as an individual have adequate influence over Division level decisions that affect you and your job?				
5 Do you feel that you as an individual have adequate influence over School level decisions that affect you and your job?				
6 Do you feel you get support when you need it from: a) Maintenance Supervisor?				
b) Secretary-Treasurer?				
c) Your Principal?				
d) The Superintendent?				
e) Board of Trustees?				
7 Do you feel you get adequate recognition and appreciation for your performances and accomplishments?				
8 Do you feel your assigned work responsibilities are fair and reasonable?				
9 Do you feel that the School Division is compensating you fairly?				

CONTINUED ON THE BACK...please turn over...

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
10 Do you feel that the School Division is communicating its goals, philosophies and policies clearly?				
11 Do you feel the School Division is consistently implementing its goals, philosophies and policies?				
12 Do you feel the School Division's goals, philosophies and practices are consistent with your personal goals and beliefs? (For example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)				
13 Do you respect and have confidence in: a) Your Principal?				
b) The Maintenance Supervisor?				
c) The Secretary-Treasurer?				
d) The Superintendent?				
e) The Board of Trustees?				
14 Do you feel that the promotion procedures for staff are fair and reasonable?				
15 Do you feel that the Rocky Mountain School Division is a good place to work?				
16 Do you feel that your school is a good place to work?				
17 Are you satisfied with the supporting services provided by the central administration in the instructional area?				
18 Are you satisfied with the supporting services provided by the central administration in the non-instructional area?				
19 Are you satisfied with the cleanliness of your school?				

Is there anything else you would like us to communicate to the Board or Administration.

This instrument was developed by Edmonton Public Schools, 1983

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS
STAFF SURVEY

The Board of Trustees and Superintendent would like to know your feelings about the Rocky Mountain School Division as a place to work. Will you please help us by completing this questionnaire, sealing it in the accompanying envelope, and returning it through the Division mail delivery. Completed questionnaires should not have any individual identification. The reports produced will contain ONLY group statistical summaries and anonymous comments, with no identification of individual respondents. Thank you for your help.

PRINCIPAL

B. Findlater, Superintendent of Schools.
Box 896
Rocky Mountain House, Alberta
TOM 1TO
Phone 845-3376

FOR EACH ITEM BELOW PLACE AN X IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Do you feel there is good communication throughout the School Division?				
2 Do you feel that there is good communication in your school?				
3 Are you satisfied with the equipment, materials and supplies you are provided?				
4 Do you feel that you as an individual have adequate influence over Division level decisions that affect you and your job?				
5 Do you feel that you as an individual have adequate influence over School level decisions that affect you and your job?				
6 Do you feel you get support when you need it from: a) The Deputy Superintendent?				
b) Secretary Treasurer?				
c) Board of Trustees?				
d) The Superintendent?				
7 Do you feel you get adequate recognition and appreciation for your performances and accomplishments?				
8 Do you feel your assigned work responsibilities are fair and reasonable?				
9 Do you feel that the School Division is compensating you fairly?				

CONTINUED ON THE BACK...please turn over...

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
10 Do you feel that the School Division is communicating its goals, philosophies and policies clearly?				
11 Do you feel the School Division is consistently implementing its goals, philosophies and policies?				
12 Do you feel the School Division's goals, philosophies and practices are consistent with your personal goals and beliefs? (For example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)				
13 Do you respect and have confidence in: a) The Deputy Superintendent?				
b) The Superintendent?				
c) The Secretary-Treasurer?				
d) The Board of Trustees?				
14 Do you feel that the promotion procedures for staff are fair and reasonable?				
15 Do you feel that the Rocky Mountain School Division is a good place to work?				
16 Do you feel that your school is a good place to work?				
17 Are you satisfied with the supporting services provided by the central administration in the instructional area?				
18 Are you satisfied with the supporting services provided by the central administration in the non-instructional area?				
19 Do you feel that the number of pupils in the classes that you teach is appropriate? (if applicable)				
20 Are you satisfied with the cleanliness of your school?				

Is there anything else you would like us to communicate to the Board or Administration.

This instrument was developed by Edmonton Public Schools, 1983

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS . . .

SCHOOL SUPPORTER ATTITUDE SURVEY

The following questions are designed to ask your attitudes and opinions about Rocky Mountain School Division's Schools. There are no right or wrong answers. In order to assure confidentiality, an independent consultant will conduct the data analysis.

The report will contain only statistical summaries and anonymous comments, without identification of individual respondents. A prepaid envelope is enclosed for your convenience -- just drop it in a mailbox -- it does not need a stamp. THANK YOU -- your participation is very much appreciated.

SUPPORTER

B. Findlater, Superintendent of Schools
Rocky Mountain School Division No. 15
Telephone 845-3370

Do you have any children attending a school in Rocky Mountain School Division at present?

YES _____ NO _____

FOR QUESTIONS 1 TO 6 BELOW INDICATE HOW SATISFIED YOU ARE WITH THE FOLLOWING AREAS OF SCHOOLING IN ROCKY MOUNTAIN SCHOOL DIVISION

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DIS-SATISFIED	VERY DIS-SATISFIED	UNDECIDED/ DON'T KNOW
1 The overall education offered by Rocky Mountain School Division.					
2 The education offered at the: a) Elementary School level					
b) Junior High School level					
c) Senior High School level					
3 The general performance of the: a) Teachers					
b) Principals					
c) Secretary Treasurer					
d) Superintendent of Schools					
e) Deputy Superintendent					
f) Board of Trustees					
4 The preparation that Rocky Mountain School Division Students receive for: a) Further training or education					
b) Everyday living					
c) The world of work (entering a job)					
5 The standards for student achievement and performance during their school years.					
6 The value that the public is receiving for tax money spent in the Rocky Mountain School Division.					

	TOO LITTLE EMPHASIS	ABOUT RIGHT EMPHASIS	TOO MUCH EMPHASIS	UNDECIDED/ DON'T KNOW
7 Do you feel that the schools are placing enough emphasis to help students: a) Acquire basic skills in language arts (reading, writing, speaking, listening and viewing)				
b) Acquire basic skills in math, science, social studies, practical and fine arts				
c) Acquire basic facts about language arts, math, science, social studies, practical and fine arts				
d) Acquire good attitudes towards schools and the community				
e) Acquire good moral and ethical values				
f) Acquire the ability to think for themselves				
g) Become good citizens				

CONTINUED ON BACK...please turn over...

8 What do you feel is presently your best single source of general information about the Division's Schools? (Please check one)

_____ Newspapers
_____ T.V., Radio
_____ Local School newsletters
_____ Other (please specify)
_____ Division level newsletters, pamphlets
_____ Personal discussions with teachers, principals
_____ Personal discussions with students

9 How satisfied are you with the overall information that you are receiving about the Rocky Mountain School Division's Schools?

_____ very satisfied _____ somewhat satisfied _____ somewhat dissatisfied _____ very dissatisfied _____ undecided don't know

If you are somewhat dissatisfied or very dissatisfied, how would you like to see it improved? (PLEASE ANSWER ON THE BACK OF THE QUESTIONNAIRE)

10 How do you feel about the way student discipline is handled in the Rocky Mountain School Division's Schools?

_____ too strict _____ about right _____ too lenient _____ undecided/don't know

11 How much support or backing do you feel the schools get from the public in maintaining or enforcing standards for student behavior in areas such as discipline, attendance or dress?

_____ full support _____ some support _____ no support _____ undecided/don't know

12 Some of the primary areas of concern that the Rocky Mountain School Division's Schools must deal with are listed below. Please indicate whether you think these areas are a problem in the Division.

	NOT A PROBLEM	MINOR PROBLEM	SERIOUS PROBLEM	UNDECIDED/ DON'T KNOW
a) The standards for student academic performance				
b) Student discipline				
c) Student attendance				
d) Student vandalism				
e) Drug and alcohol usage				
f) Class size				
g) The students' moral standards				
h) The amount of student respect towards teachers and other stdents				
i) The amount of money available for education				
j) Communication with the public				
k) Community involvement opportunities				

13 If the cost to the parents was the same for private schools as for public schools, which type of schools would you prefer?

_____ Private _____ Public _____ Undecided/don't know

14 Could you estimate what the average cost for educating one child in the schools might be for one year (1984-85) including all costs such as teacher's salaries, building and operating costs, etc.?

_____ $2,000. - $2,999. _____ $4,000. - $4,999. _____ over $6,000.
_____ $3,000. - $3,999. _____ $5,000. - $5,999. _____ undecided/don't know

15 Would you be willing to pay more taxes towards education if additional funds were needed to improve education?

_____ Yes _____ No _____ Undecided/don't know

16 Should teacher performance be evaluated?

_____ Yes _____ No _____ Undecided/don't know

17 Should the performance of all employees in the Division be evaluated?

_____ Yes _____ No _____ Undecided/don't know

Continued . . .

18 If it were necessary to reduce expenditures in the Division, how desirable do you think each of the following actions would be in helping keep costs down?

	VERY DESIRABLE	SOMEWHAT DESIRABLE	SOMEWHAT UNDESIRABLE	VERY UNDESIRABLE	UNDECIDED/ DON'T KNOW
a) Reduce the number of teaching staff					
b) Reduce the number of non-teaching staff					
c) Increase the number of pupils per class					
d) Hire new teachers who have the minimum (4 years) training and no experience					
e) Reduce the amount of on-the-job training for staff					
f) Reduce optional programs and/or the number of subjects offered					
g) Provide fewer programs for gifted students					
h) Provide fewer programs for slower and handicapped students					
i) Reduce the amount of teaching supplies and materials					
j) Reduce maintenance of facilities					
k) Decrease the Rocky Mountain School Division's contribution to student busing					
l) Other (specify)					

19 If there were more money available in the District, how desirable do you think each of the following actions would be for spending the additional money to improve education?

	VERY DESIRABLE	SOMEWHAT DESIRABLE	SOMEWHAT UNDESIRABLE	VERY UNDESIRABLE	UNDECIDED/ DON'T KNOW
a) Increase the number of teaching staff					
b) Increase the number of non-teaching staff					
c) Decrease the number of pupils per class					
d) Hire new teachers who have more than the minimum training and some experience					
e) Increase the amount of on-the -job training for staff					
f) Increase optional programs and/or the number of subjects offered					
g) Provide more programs for gifted students					
h) Provide more programs for slower and handicapped students					
i) Have more teaching supplies and materials					
j) Increase maintenance of facilities					
k) Increase the Rocky Mountain School Division's contribution to student busing					
l) Other (specify)					

20 During the last year have any of the schools in your community invited you to become involved in any way with or at the school?

_____ Yes _____ No

21 If during the last year you participated in any of the school's activities, committees, etc., please indicate how you were involved.

_____

_____

Did not participate _____

CONTINUED . . .

22 If you participated, how satisfied were you with the involvement?

very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied	undecided don't know
____	____	____	____	____

BACKGROUND INFORMATION

23 Sex: _____ Male
_____ Female

24 Age (years) _____ 18 - 24 _____ 25 - 34 _____ 35 - 44 _____ 45 - 64 _____ 65+

25 What was your highest level of schooling obtained?

_____ less than high school (up to Grade 9)
_____ some high school
_____ high school graduate
_____ post secondary, non-university (completed and non-completed)
_____ some university
_____ university graduate

26 Did you in the past have any children attending the Rocky Mountain School Division Schools?

_____ Yes _____ No

27 Do you expect to have children attending the Rocky Mountain School Division Schools some time within the next 5 years?

_____ Yes _____ No _____ Undecided/Don't know

IF YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE SCHOOLS AND/OR EDUCATION, ANY ADDITIONAL COMMENTS ABOUT THE ROCKY MOUNTAIN SCHOOL DIVISION'S SCHOOLS OR ABOUT EDUCATION IN GENERAL, PLEASE WRITE THEM IN THE SPACE BELOW.

This instrument was developed by Edmonton Public Schools, 1983.

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS
STAFF SURVEY

The Board of Trustees and Superintendent would like to know your feelings about the Rocky Mountain School Division as a place to work. Will you please help us by completing this questionnaire, sealing it in the accompanying envelope, and returning it to the proper representative for your school. Questionnaires will be sent to us without any individual identification. The reports produced will contain ONLY group statistical summaries and anonymous comments, with no identification of individual respondents. Thank you for your help.

SECRETARIAL/ TEACHER AIDE

B. Findlater, Superintendent of Schools,
Box 896
Rocky Mountain House, Alberta
T0M 1T0
Phone 845-3376

FOR EACH ITEM BELOW PLACE AN X IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Do you feel there is good communication throughout the School Division?				
2 Do you feel that there is good communication in your school?				
3 Are you satisfied with the equipment, materials and supplies you are provided?				
4 Do you feel that you as an individual have adequate influence over Division level decisions that affect you and your job?				
5 Do you feel that you as an individual have adequate influence over School level decisions that affect you and your job?				
6 Do you feel you get support when you need it from: a) Your Principal?				
b) The Deputy Superintendent?				
c) The Superintendent?				
d) Board of Trustees?				
7 Do you feel you get adequate recognition and appreciation for your performances and accomplishments?				
8 Do you feel your assigned work responsibilities are fair and reasonable?				
9 Do you feel that the School Division is compensating you fairly?				

CONTINUED ON THE BACK...please turn over...

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
10 Do you feel that the School Division is communicating its goals, philosophies and policies clearly?				
11 Do you feel the School Division is consistently implementing its goals, philosophies and policies?				
12 Do you feel the School Division's goals, philosophies and practices are consistent with your personal goals and beliefs? (For example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)				
13 Do you respect and have confidence in: a) Your Principal?				
b) The Deputy Superintendent?				
c) The Secretary-Treasurer?				
d) The Superintendent?				
e) The Board of Trustees?				
14 Do you feel that the promotion procedures for staff are fair and reasonable?				
15 Do you feel that the Rocky Mountain School Division is a good place to work?				
16 Do you feel that your school is a good place to work?				
17 Are you satisfied with the supporting services provided by the central administration in the instructional area?				
18 Are you satisfied with the supporting services provided by the central administration in the non-instructional area?				
19 Are you satisfied with the cleanliness of your school?				

Is there anything else you would like us to communicate to the Board or Administration.

This instrument was developed by Edmonton Public Schools, 1983

ROCKY MOUNTAIN SCHOOL DIVISION WOULD LIKE YOUR VIEWS

STAFF SURVEY

The Board of Trustees and Superintendent would like to know your feelings about the Rocky Mountain School Division as a place to work. Will you please help us by completing this questionnaire, sealing it in the accompanying envelope, and returning it to the proper representative for your school. Since questions No. 6(a) and No. 13(a) may present an ethics problem for teachers, you are encouraged to discuss your responses with your principal prior to submitting your survey or to simply not respond to these items. Questionnaires will be sent to us without any individual identification. The reports produced will contain ONLY group statistical summaries and anonymous comments, with no identification of individual respondents. Thank you for your help.

CERTIFIED SCHOOL STAFF

B. Findlater, Superintendent of Schools,
Box 896
Rocky Mountain House, Alberta
TOM 1TO
Phone 845-3376

FOR EACH ITEM BELOW PLACE AN X IN THE APPROPRIATE SQUARE ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION.

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
1 Do you feel there is good communication throughout the School Division?				
2 Do you feel that there is good communication in your school?				
3 Are you satisfied with the equipment, materials and supplies you are provided?				
4 Do you feel that you as an individual have adequate influence over Division level decisions that affect you and your job?				
5 Do you feel that you as an individual have adequate influence over School level decisions that affect you and your job?				
6 Do you feel you get support when you need it from: a) Your Principal?				
b) Secretary-Treasurer?				
c) The Deputy Superintendent?				
d) The Superintendent?				
e) Board of Trustees?				
7 Do you feel you get adequate recognition and appreciation for your performances and accomplishments?				
8 Do you feel your assigned work responsibilities are fair and reasonable?				
9 Do you feel that the School Division is compensating you fairly?				

CONTINUED ON THE BACK...please turn over...

	YES	NO	UNDECIDED	INSUFFICIENT INFORMATION
10 Do you feel that the School Division is communicating its goals, philosophies and policies clearly?				
11 Do you feel the School Division is consistently implementing its goals, philosophies and policies?				
12 Do you feel the School Division's goals, philosophies and practices are consistent with your personal goals and beliefs? (For example, regarding educational philosophy, student discipline, personnel practices, parental involvement, etc.)				
13 Do you respect and have confidence in: a) Your Principal?				
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d) The Board of Trustees?				
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14 Do you feel that the promotion procedures for staff are fair and reasonable?				
15 Do you feel that the Rocky Mountain School Division is a good place to work?				
16 Do you feel that your school is a good place to work?				
17 Are you satisfied with the supporting services provided by the central administration in the instructional area?				
18 Are you satisfied with the supporting services provided by the central administration in the non-instructional area?				
19 Do you feel that the number of pupils in the classes that you teach is appropriate?				
20 Are you satisfied with the cleanliness of your school?				
21 Do you feel that drug & alcohol usage is a problem in Rocky Mountain School Division?				

Is there anything else you would like us to communicate to the Board or Administration.

This instrument was developed by Edmonton Public Schools, 1983

APPENDIX FIVE

IMPLEMENTATION HANDBOOK

ROCKY MOUNTAIN SCHOOL DIVISION

1986

1.0 INTRODUCTION

Following the success of the 1985 Attitude Survey, and in keeping with the evaluation goals of the Rocky Mountain School Division, a second Attitude Survey will be implemented during April, 1986.

The objectives of the 1986 Attitude Survey are:

1. To measure student, parent, staff and supporter opinions for 1986.
2. To compare the shift in opinion of student, parent, staff and supporter between 1985 and 1986.

The opinions and attitudes being sought are:

1. Student attitudes towards self, others, school and education.
2. Parents opinion as to the School Division's performance.
3. Staff opinion as to the Division as a place to work.
4. Community supporters opinion as to the operation of an effective and efficient education system.

In order to obtain this information questionnaires will be distributed to all of the students and staff in your school, and to a random sample (or in very small schools, the total) of parents.

The School Division has designated April 10, 1986 as "Survey Day". Please can you implement the survey following the guidelines as described in this booklet, to ensure an effective and reliable implementation.

1.1 Responsibility of the Principal

The Principal should provide a brief orientation to the survey and its rationale for the staff, and reinforce the need to encourage students to be honest about their feelings. Staff should be reminded not to impose personal bias on the students as they complete their questionnaires. The Principal should indicate to the staff the guarantee of anonymity. In schools which are very small, and anonymity may be questioned, data will not be reported for less than five members in the particular category. They will only be counted in the Division total.

2.0 SURVEY BOXES

Each school will have a Survey Box. Please ensure that the school name is on the box and all envelopes are returned to the box.

When all student and staff questionnaires have been returned, seal the box with tape and return to Central Administration Office by the Division mail. Please return any unused questionnaires in the survey box.
PLEASE RETURN THE SURVEY BOX TO CENTRAL ADMINISTRATION NO LATER THAN APRIL 15th, 1986.

3.0 STUDENTS

The student questionnaires are provided in four categories:

Grade 1 - 3
Grade 4 - 6
Grade 7 - 9
Grade 10 - 12

In your Survey Box will be enough questionnaires for your staff to provide to every student on the basis of their grade category.

One day before the Survey Day, please assemble the appropriate number of questionnaires in a given category for each class, along with one large envelope. These can then be given to the teacher on Survey Day. A specific time may be allotted in the day, say 20 minutes, so that the whole school is engaged in the activity at one time.

3.1 Special Education Students

For those teachers who are responsible for students in a special education program, the teacher will be required to make a value judgement as to which category of questionnaire is most suitable.

Those schools with special education students will have extra questionnaires, of each category, to allow for this contingency.

3.2 On Survey Day

1. Classroom teacher selects one class member as a student assistant to distribute and collect the questionnaires for the class.

2. For Grades 1 - 3 the classroom teacher reads the questions to the students.

3. For Grades 4 - 6, 7 - 9 and 10 - 12 the students read their own questionnaire.

4. The teacher says "When you have completed the questionnaire, please hand it to the student assistant who will put it into the big envelope and seal it."

5. The student assistant collects the completed questionnaires and places them into the large envelope, seals the envelope in the class room and takes it to the office.

6. The office staff place all the envelopes in the Survey Box.
   PLEASE ENSURE THAT THE NAME OF THE SCHOOL IS ON THE ENVELOPE.

4.0 STAFF

4.1 Principal

Principals' questionnaires should be completed and returned in the stamped addressed envelope as provided, to the office of the evaluator. These questionnaires have no identification and will only be reported as part of the Division total.

4.2Certified School Staff
Secretarial/Teacher Aid
Caretaker

At the orientation meeting, staff should select a "peer" to distribute and collect completed questionnaires.

If staff members are absent for the Survey Day, the peer staff member should attempt to have them complete the questionnaire within the next two school days following Survey Day.

After all the possible completed questionnaires have been received, staff members will collect the questionnaires, preferably on Survey Day, and place into the envelope, seal and place in the Survey Box. Please ensure that the school name is on the envelope.

4.3 Central Office

This should follow the same protocol as the school staff. A Central Office Survey Box will be sent to the office.

5.0 PARENTS and SUPPORTERS

A random sample of parents from each school, and supporters in the Division will be mailed a questionnaire. They have been asked to return it to the office of the evaluator. Should questions arise from this aspect of the survey that you are unable to clarify, please have the person call or write to:

Jacqueline Singh
Humanite Services Planning Ltd.
8640 McKenney Avenue
St. Albert, Alberta
T8N 2T7

Telephone: 459-3941

For those parents who do not return their questionnaire within two weeks, a telephone follow-up will be implemented, independent of the School Division. The school may be contacted to advise on phone numbers for this follow-up. You will be advised of the person's name prior to the follow-up campaign.

The evaluators will not be conducting a telephone follow-up for supporters.